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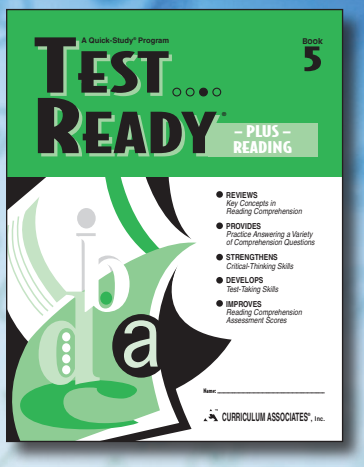

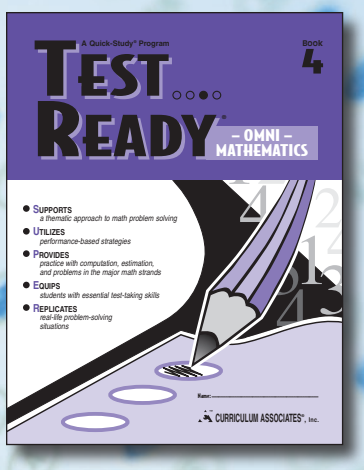
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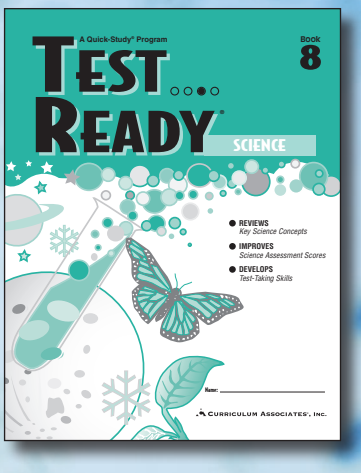

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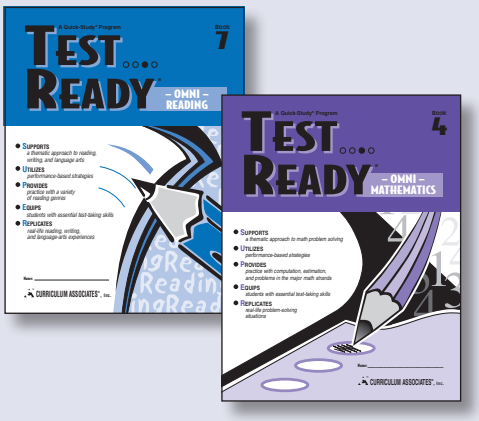

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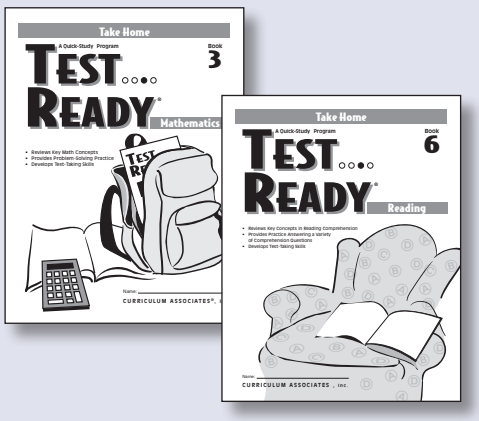

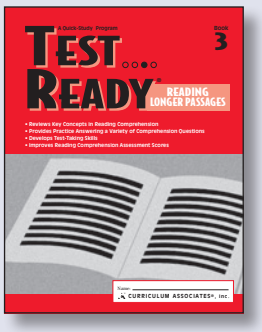

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- Mathematics—number facts, computation, problem solving
- BOTH Series—more selected responses; less writing

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- Selected and constructed responses

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State-by-State Recommendations

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- Check our listing to find the series that are best for your state

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Sample lessons—see pages 4–5

Order form—see pages 17–20

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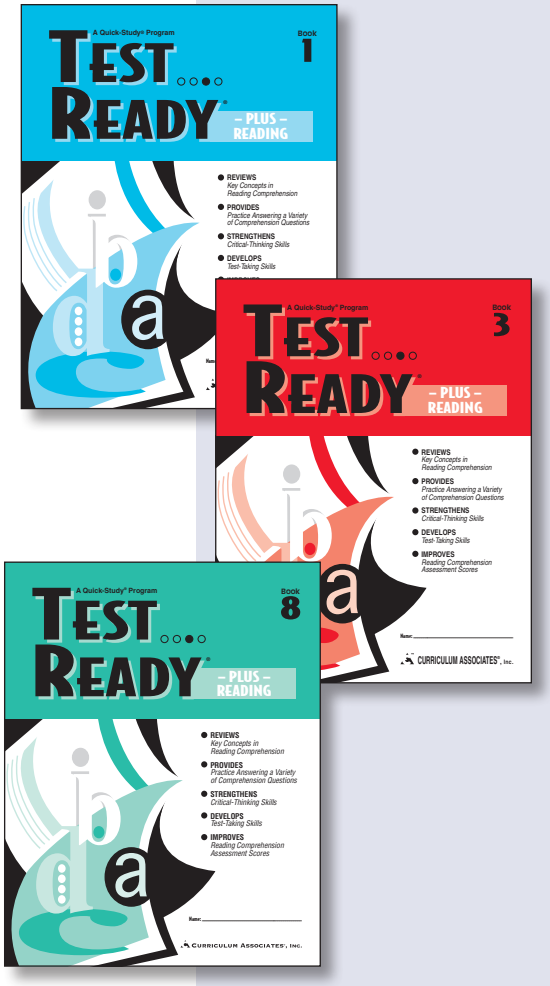

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Book 7	WB9688	WB9698	WB9688.9	WB9698.9
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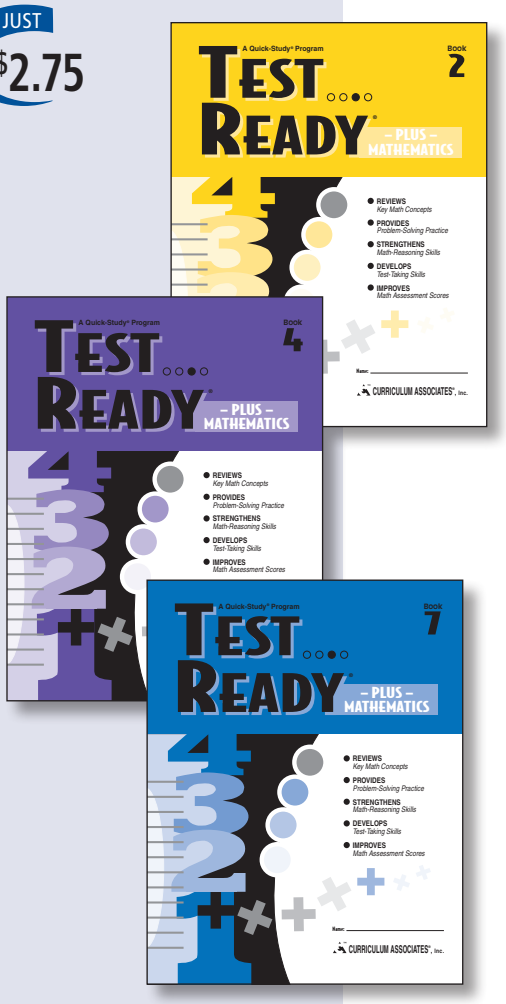

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Book 3	WB9632	WB9642	WB9632.9	WB9642.9
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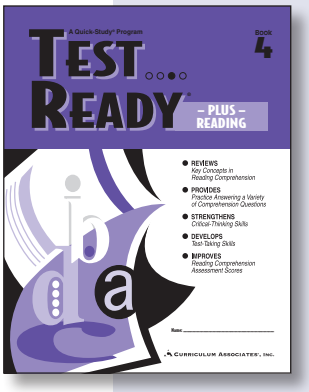
- word meaning in context



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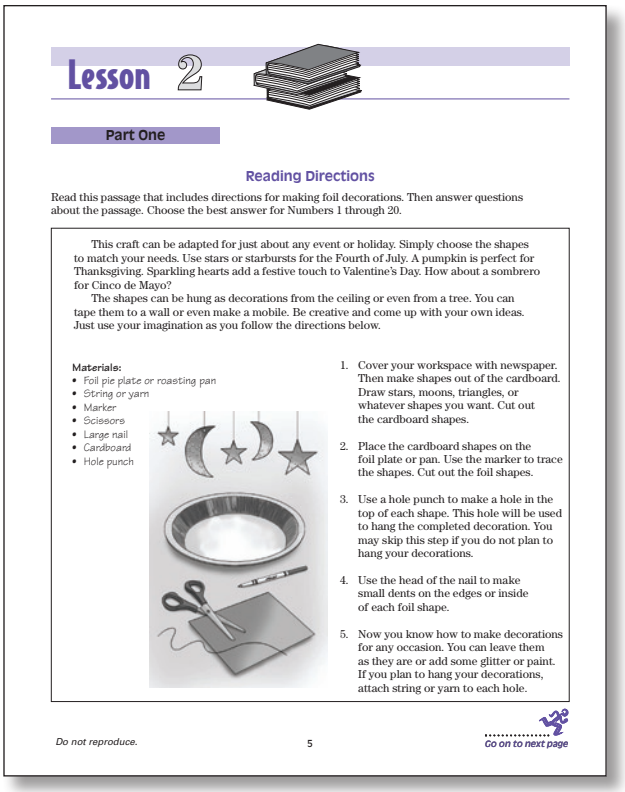

Lesson 2

Part One

Reading Directions

Read this passage that includes directions for making foil decorations. Then answer questions about the passage. Choose the best answer for Numbers 1 through 20.

This craft can be adapted for just about any event or holiday. Simply choose the shapes to match your needs. Use stars or starbursts for the Fourth of July. A pumpkin is perfect for Thanksgiving. Sparkling hearts add a festive touch to Valentine's Day. How about a sombrero for Cinco de Mayo?

The shapes can be hung as decorations from the ceiling or even from a tree. You can tape them to a wall or even make a mobile. Be creative and come up with your own ideas. Just use your imagination as you follow the directions below.

Materials:
- Foil pie plate or roasting pan
- String or yarn
- Marker
- Scissors
- Large nail
- Cardboard
- Hole punch

1. Cover your workspace with newspaper. Then make shapes out of the cardboard. Draw stars, moons, triangles, or whatever shapes you want. Cut out the cardboard shapes.
2. Place the cardboard shapes on the foil plate or pan. Use the marker to trace the shapes. Cut out the foil shapes.
3. Use a hole punch to make a hole in the top of each shape. This hole will be used to hang the completed decoration. You may skip this step if you do not plan to hang your decorations.
4. Use the head of the nail to make small dents on the edges or inside of each foil shape.
5. Now you know how to make decorations for any occasion. You can leave them as they are or add some glitter or paint. If you plan to hang your decorations, attach string or yarn to each hole.

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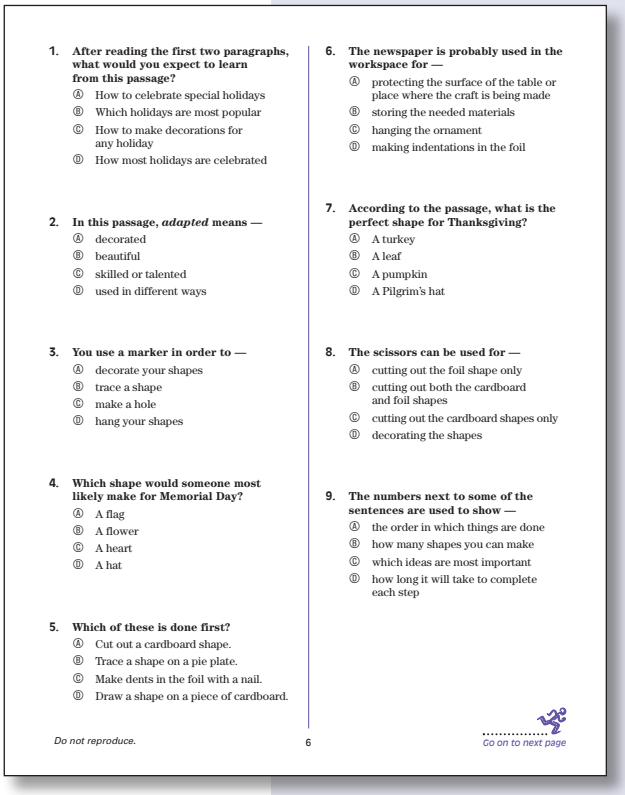

1. **After reading the first two paragraphs, what would you expect to learn from this passage?**
   - Ⓐ How to celebrate special holidays
   - Ⓑ Which holidays are most popular
   - Ⓒ How to make decorations for any holiday
   - Ⓓ How most holidays are celebrated
2. **In this passage, *adapted* means —**
   - Ⓐ decorated
   - Ⓑ beautiful
   - Ⓒ skilled or talented
   - Ⓓ used in different ways
3. **You use a marker in order to —**
   - Ⓐ decorate your shapes
   - Ⓑ trace a shape
   - Ⓒ make a hole
   - Ⓓ hang your shapes
4. **Which shape would someone most likely make for Memorial Day?**
   - Ⓐ A flag
   - Ⓑ A flower
   - Ⓒ A heart
   - Ⓓ A hat
5. **Which of these is done first?**
   - Ⓐ Cut out a cardboard shape.
   - Ⓑ Trace a shape on a pie plate.
   - Ⓒ Make dents in the foil with a nail.
   - Ⓓ Draw a shape on a piece of cardboard.
6. **The newspaper is probably used in the workspace for —**
   - Ⓐ protecting the surface of the table or place where the craft is being made
   - Ⓑ storing the needed materials
   - Ⓒ hanging the ornament
   - Ⓓ making indentations in the foil
7. **According to the passage, what is the perfect shape for Thanksgiving?**
   - Ⓐ A turkey
   - Ⓑ A leaf
   - Ⓒ A pumpkin
   - Ⓓ A Pilgrim's hat
8. **The scissors can be used for —**
   - Ⓐ cutting out the foil shape only
   - Ⓑ cutting out both the cardboard and foil shapes
   - Ⓒ cutting out the cardboard shapes only
   - Ⓓ decorating the shapes
9. **The numbers next to some of the sentences are used to show —**
   - Ⓐ the order in which things are done
   - Ⓑ how many shapes you can make
   - Ⓒ which ideas are most important
   - Ⓓ how long it will take to complete each step

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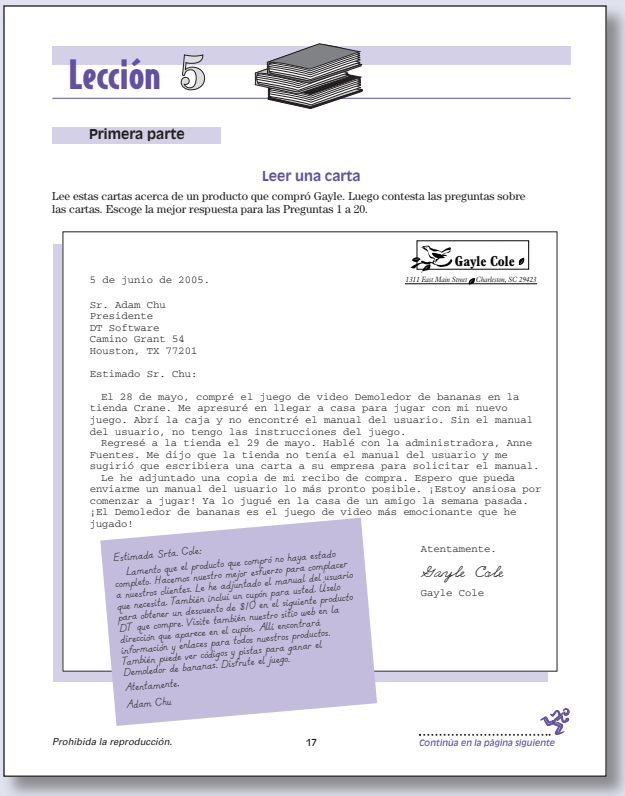
—L. Hanson, Elementary Teacher

Book 4, Spanish Edition



Lección 5

Primera parte

Leer una carta

Lee estas cartas acerca de un producto que compró Gayle. Luego contesta las preguntas sobre las cartas. Escoge la mejor respuesta para las Preguntas 1 a 20.

Gayle Cole
1311 East Main Street Charleston, SC 29421

5 de junio de 2005.

Sr. Adam Chu
Presidente
DT Software
Camino Grant 54
Houston, TX 77201

Estimado Sr. Chu:

El 28 de mayo, compré el juego de video Demoledor de bananas en la tienda Crane. Me apresuré en llegar a casa para jugar con mi nuevo juego. Abrí la caja y no encontré el manual del usuario. Sin el manual del usuario, no tengo las instrucciones del juego.

Regresé a la tienda el 29 de mayo. Hablé con la administradora, Anne Fuentes. Me dijo que la tienda no tenía el manual del usuario y me sugirió que escribiera una carta a su empresa para solicitar el manual.

Le he adjuntado una copia de mi recibo de compra. Espero que pueda enviarme un manual del usuario lo más pronto posible. ¡Estoy ansiosa por comenzar a jugar! Ya lo jugué en la casa de un amigo la semana pasada. ¡El Demoledor de bananas es el juego de video más emocionante que he jugado!

Atentamente.

Gayle Cole

Gayle Cole

Estimada Srta. Cole:

Lamento que el producto que compró no haya estado completo. Hacemos nuestro mejor esfuerzo para complacer a nuestros clientes. Le he adjuntado el manual del usuario que necesita. También incluí un cupón para usted. Úselo para obtener un descuento de $10 en el siguiente producto DT que compre. Visite también nuestro sitio web en la dirección que aparece en el cupón. Allí encontrará información y enlaces para todos nuestros productos. También puede ver códigos y pistas para ganar el Demoledor de bananas. Disfrute el juego.

Atentamente,

Adam Chu

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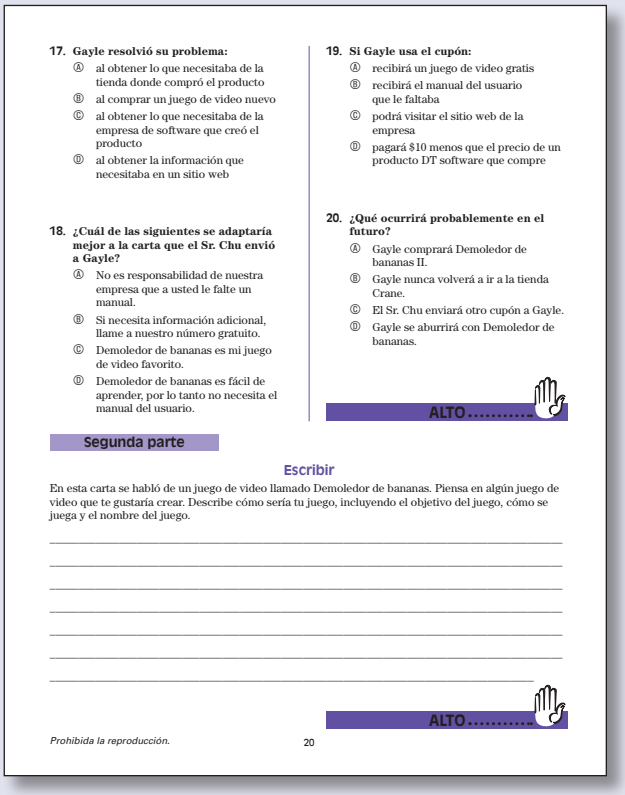
Correlates with standards-based tests administered in Spanish.

Reading passages include various genres: folktales, poems, letters, articles, informational text, and others.



17. Gayle resolvió su problema:
- Ⓐ al obtener lo que necesitaba de la tienda donde compró el producto
- Ⓑ al comprar un juego de video nuevo
- Ⓒ al obtener lo que necesitaba de la empresa de software que creó el producto
- Ⓓ al obtener la información que necesitaba en un sitio web

18. ¿Cuál de las siguientes se adaptaría mejor a la carta que el Sr. Chu envió a Gayle?
- Ⓐ No es responsabilidad de nuestra empresa que a usted le falte un manual.
- Ⓑ Si necesita información adicional, llame a nuestro número gratuito.
- Ⓒ Demoledor de bananas es mi juego de video favorito.
- Ⓓ Demoledor de bananas es fácil de aprender, por lo tanto no necesita el manual del usuario.

19. Si Gayle usa el cupón:
- Ⓐ recibirá un juego de video gratis
- Ⓑ recibirá el manual del usuario que le faltaba
- Ⓒ podrá visitar el sitio web de la empresa
- Ⓓ pagará $10 menos que el precio de un producto DT software que compre

20. ¿Qué ocurrirá probablemente en el futuro?
- Ⓐ Gayle comprará Demoledor de bananas II.
- Ⓑ Gayle nunca volverá a ir a la tienda Crane.
- Ⓒ El Sr. Chu enviará otro cupón a Gayle.
- Ⓓ Gayle se aburrirá con Demoledor de bananas.

ALTO

Segunda parte

Escribir

En esta carta se habló de un juego de video llamado Demoledor de bananas. Piensa en algún juego de video que te gustaría crear. Describe cómo sería tu juego, incluyendo el objetivo del juego, cómo se juega y el nombre del juego.

ALTO

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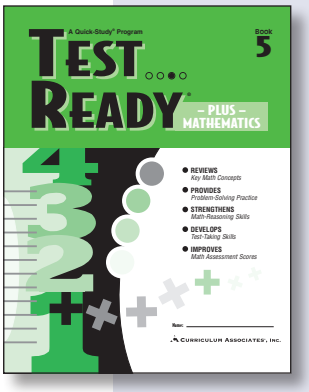
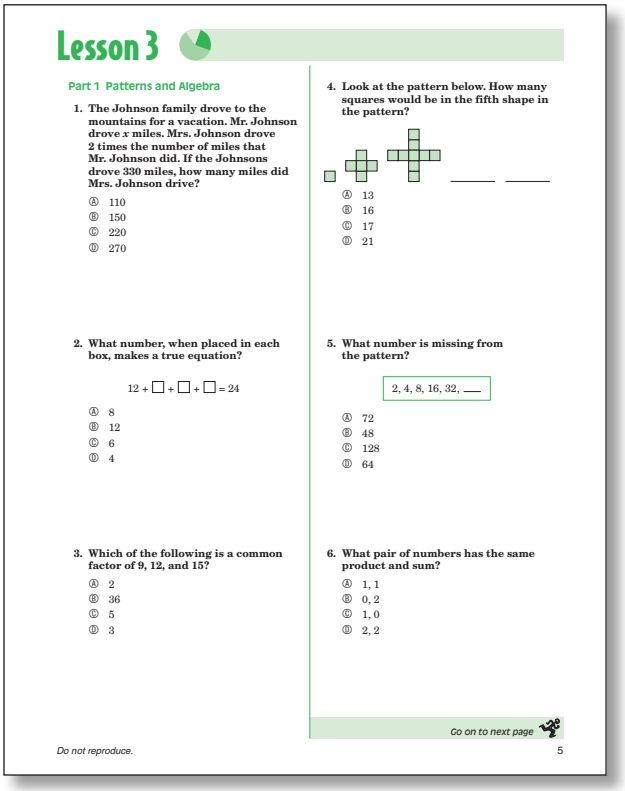
- data interpretation





Lesson 3

Part 1 Patterns and Algebra

1. The Johnson family drove to the mountains for a vacation. Mr. Johnson drove x miles. Mrs. Johnson drove 2 times the number of miles that Mr. Johnson did. If the Johnsons drove 330 miles, how many miles did Mrs. Johnson drive?
   Ⓐ 110
   Ⓑ 150
   Ⓒ 220
   Ⓓ 270

2. What number, when placed in each box, makes a true equation?
   $12 + \square + \square + \square = 24$
   Ⓐ 8
   Ⓑ 12
   Ⓒ 6
   Ⓓ 4

3. Which of the following is a common factor of 9, 12, and 15?
   Ⓐ 2
   Ⓑ 36
   Ⓒ 5
   Ⓓ 3

4. Look at the pattern below. How many squares would be in the fifth shape in the pattern?
   Ⓐ 13
   Ⓑ 16
   Ⓒ 17
   Ⓓ 21

5. What number is missing from the pattern?
   2, 4, 8, 16, 32, ___
   Ⓐ 72
   Ⓑ 48
   Ⓒ 128
   Ⓓ 64

6. What pair of numbers has the same product and sum?
   Ⓐ 1, 1
   Ⓑ 0, 2
   Ⓒ 1, 0
   Ⓓ 2, 2

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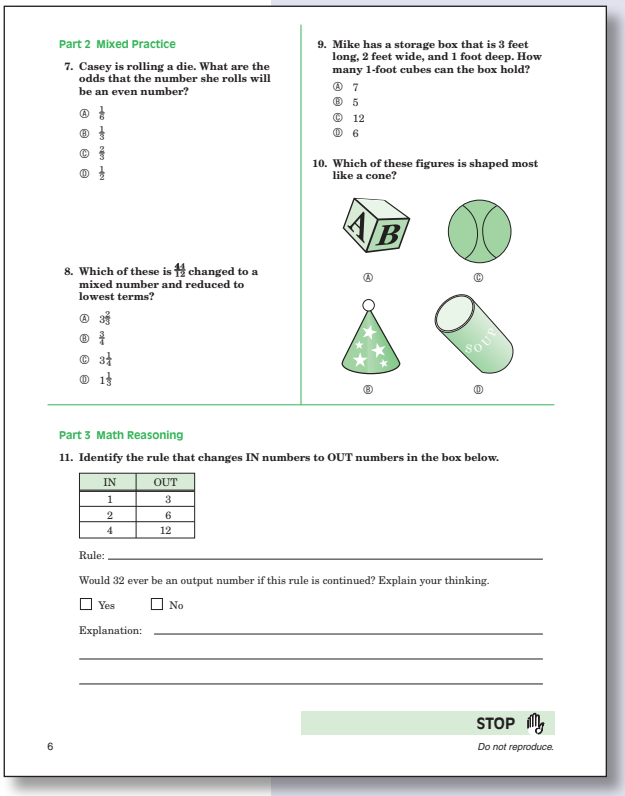

Part 2 Mixed Practice

7. Casey is rolling a die. What are the odds that the number she rolls will be an even number?
   Ⓐ $\frac{1}{6}$
   Ⓑ $\frac{1}{3}$
   Ⓒ $\frac{2}{3}$
   Ⓓ $\frac{1}{2}$

8. Which of these is $\frac{44}{12}$ changed to a mixed number and reduced to lowest terms?
   Ⓐ $3\frac{2}{3}$
   Ⓑ $\frac{3}{4}$
   Ⓒ $3\frac{1}{4}$
   Ⓓ $1\frac{1}{3}$

9. Mike has a storage box that is 3 feet long, 2 feet wide, and 1 foot deep. How many 1-foot cubes can the box hold?
   Ⓐ 7
   Ⓑ 5
   Ⓒ 12
   Ⓓ 6

10. Which of these figures is shaped most like a cone?
    Ⓐ
    Ⓒ
    Ⓑ
    Ⓓ

Part 3 Math Reasoning

11. Identify the rule that changes IN numbers to OUT numbers in the box below.

IN	OUT
1	3
2	6
4	12

Rule: _____

Would 32 ever be an output number if this rule is continued? Explain your thinking.

☐ Yes ☐ No

Explanation: _____

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Math writing—students explain their solutions to math reasoning problems.

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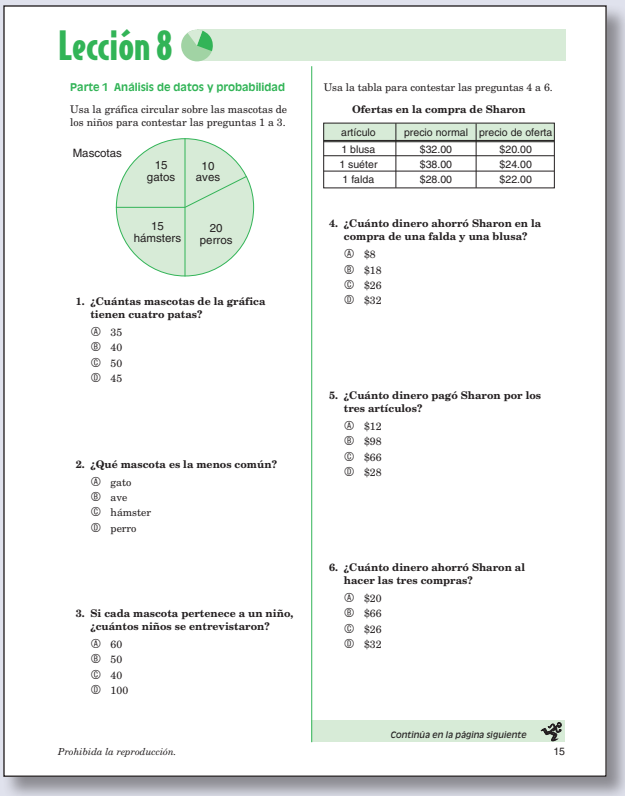
—W. Hoglund, Los Angeles, CA

Book 5, Spanish Edition



Lección 8

Parte 1 Análisis de datos y probabilidad

Usa la gráfica circular sobre las mascotas de los niños para contestar las preguntas 1 a 3.

1. ¿Cuántas mascotas de la gráfica tienen cuatro patas?
   Ⓐ 35 Ⓑ 40 Ⓒ 50 Ⓓ 45
2. ¿Qué mascota es la menos común?
   Ⓐ gato Ⓑ ave Ⓒ hámster Ⓓ perro
3. Si cada mascota pertenece a un niño, ¿cuántos niños se entrevistaron?
   Ⓐ 60 Ⓑ 50 Ⓒ 40 Ⓓ 100

Usa la tabla para contestar las preguntas 4 a 6.

Ofertas en la compra de Sharon

artículo	precio normal	precio de oferta
1 blusa	$32.00	$20.00
1 suéter	$38.00	$24.00
1 falda	$28.00	$22.00

4. ¿Cuánto dinero ahorró Sharon en la compra de una falda y una blusa?
   Ⓐ $8 Ⓑ $18 Ⓒ $26 Ⓓ $32
5. ¿Cuánto dinero pagó Sharon por los tres artículos?
   Ⓐ $12 Ⓑ $98 Ⓒ $66 Ⓓ $28
6. ¿Cuánto dinero ahorró Sharon al hacer las tres compras?
   Ⓐ $20 Ⓑ $66 Ⓒ $26 Ⓓ $32

Continúa en la página siguiente

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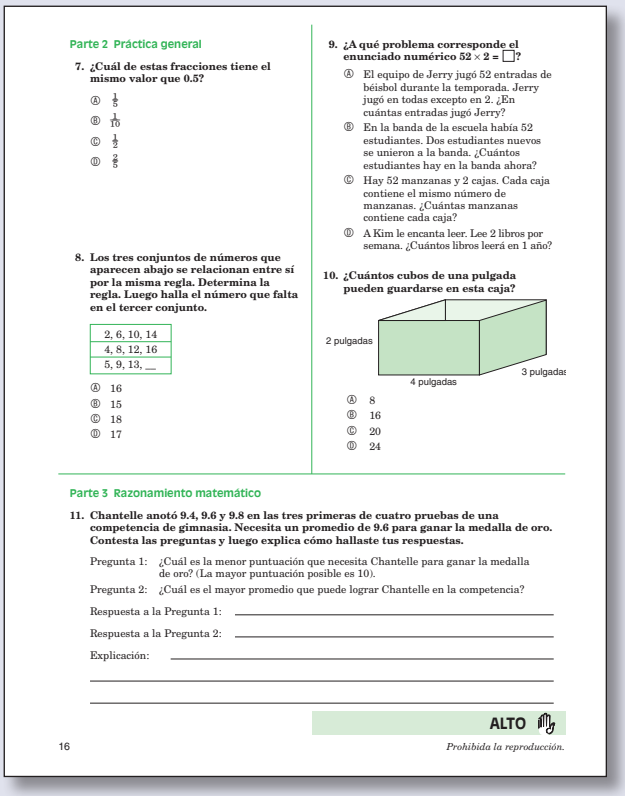

Parte 2 Práctica general

7. ¿Cuál de estas fracciones tiene el mismo valor que 0.5?
   Ⓐ $\frac{1}{5}$ Ⓑ $\frac{1}{10}$ Ⓒ $\frac{1}{2}$ Ⓓ $\frac{2}{5}$
8. Los tres conjuntos de números que aparecen abajo se relacionan entre sí por la misma regla. Determina la regla. Luego halla el número que falta en el tercer conjunto.

2, 6, 10, 14
4, 8, 12, 16
5, 9, 13, __

   Ⓐ 16 Ⓑ 15 Ⓒ 18 Ⓓ 17
9. ¿A qué problema corresponde el enunciado numérico $52 \times 2 = \square$?
   Ⓐ El equipo de Jerry jugó 52 entradas de béisbol durante la temporada. Jerry jugó en todas excepto en 2. ¿En cuántas entradas jugó Jerry?
   Ⓑ En la banda de la escuela había 52 estudiantes. Dos estudiantes nuevos se unieron a la banda. ¿Cuántos estudiantes hay en la banda ahora?
   Ⓒ Hay 52 manzanas y 2 cajas. Cada caja contiene el mismo número de manzanas. ¿Cuántas manzanas contiene cada caja?
   Ⓓ A Kim le encanta leer. Lee 2 libros por semana. ¿Cuántos libros leerá en 1 año?
10. ¿Cuántos cubos de una pulgada pueden guardarse en esta caja?

   Ⓐ 8 Ⓑ 16 Ⓒ 20 Ⓓ 24

Parte 3 Razonamiento matemático

11. Chantelle anotó 9.4, 9.6 y 9.8 en las tres primeras de cuatro pruebas de una competencia de gimnasia. Necesita un promedio de 9.6 para ganar la medalla de oro. Contesta las preguntas y luego explica cómo hallaste tus respuestas.

Pregunta 1: ¿Cuál es la menor puntuación que necesita Chantelle para ganar la medalla de oro? (La mayor puntuación posible es 10).

Pregunta 2: ¿Cuál es el mayor promedio que puede lograr Chantelle en la competencia?

Respuesta a la Pregunta 1: _____

Respuesta a la Pregunta 2: _____

Explicación: _____

ALTO

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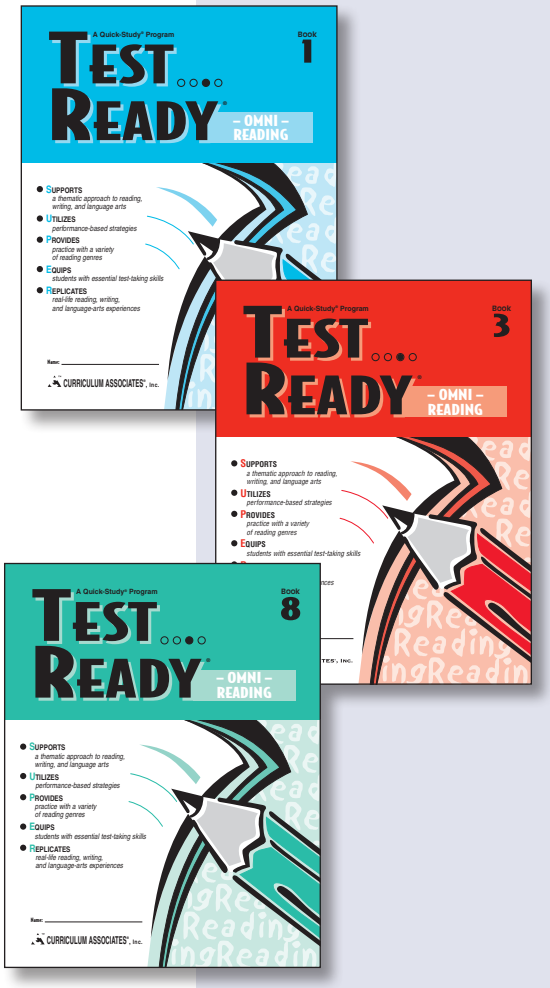
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Book 7	WB9707	WB9715	WB9707.9	WB9715.9
Book 8	WB9708	WB9716	WB9708.9	WB9716.9

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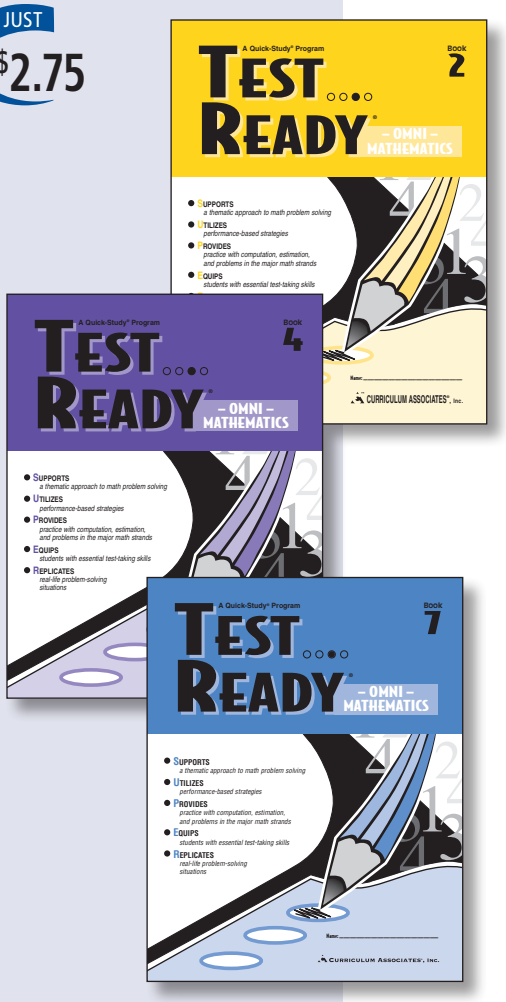
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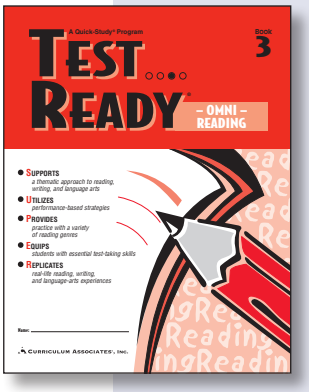
Questions are based on key reading skills:

- find the main idea
- compare and contrast
- author's purpose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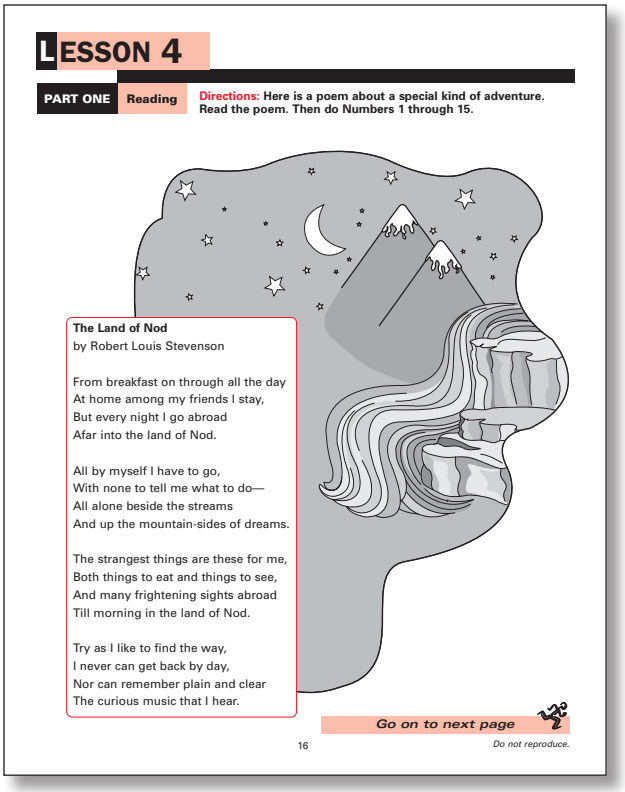

LESSON 4

PART ONE Reading

Directions: Here is a poem about a special kind of adventure. Read the poem. Then do Numbers 1 through 15.

The Land of Nod
by Robert Louis Stevenson

From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod.

All by myself I have to go,
With none to tell me what to do—
All alone beside the streams
And up the mountain-sides of dreams.

The strangest things are these for me,
Both things to eat and things to see,
And many frightening sights abroad
Till morning in the land of Nod.

Try as I like to find the way,
I never can get back by day,
Nor can remember plain and clear
The curious music that I hear.

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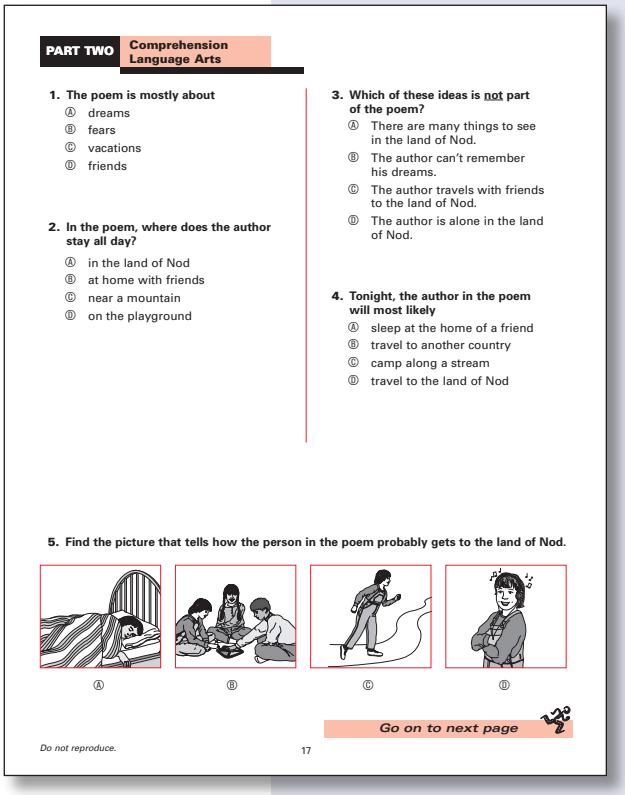

PART TWO Comprehension Language Arts

1. **The poem is mostly about**
   - Ⓐ dreams
   - Ⓑ fears
   - Ⓒ vacations
   - Ⓓ friends

2. **In the poem, where does the author stay all day?**
   - Ⓐ in the land of Nod
   - Ⓑ at home with friends
   - Ⓒ near a mountain
   - Ⓓ on the playground

3. **Which of these ideas is <u>not</u> part of the poem?**
   - Ⓐ There are many things to see in the land of Nod.
   - Ⓑ The author can't remember his dreams.
   - Ⓒ The author travels with friends to the land of Nod.
   - Ⓓ The author is alone in the land of Nod.

4. **Tonight, the author in the poem will most likely**
   - Ⓐ sleep at the home of a friend
   - Ⓑ travel to another country
   - Ⓒ camp along a stream
   - Ⓓ travel to the land of Nod

5. **Find the picture that tells how the person in the poem probably gets to the land of Nod.**

Ⓐ Ⓑ Ⓒ Ⓓ

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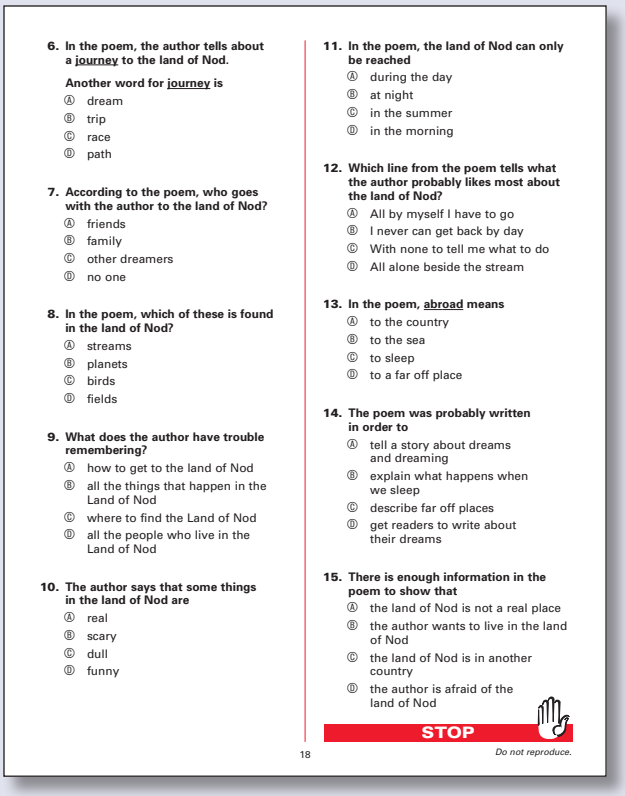

6. In the poem, the author tells about a journey to the land of Nod.

Another word for journey is

Ⓐ dream
Ⓑ trip
Ⓒ race
Ⓓ path

7. According to the poem, who goes with the author to the land of Nod?

Ⓐ friends
Ⓑ family
Ⓒ other dreamers
Ⓓ no one

8. In the poem, which of these is found in the land of Nod?

Ⓐ streams
Ⓑ planets
Ⓒ birds
Ⓓ fields

9. What does the author have trouble remembering?

Ⓐ how to get to the land of Nod
Ⓑ all the things that happen in the Land of Nod
Ⓒ where to find the Land of Nod
Ⓓ all the people who live in the Land of Nod

10. The author says that some things in the land of Nod are

Ⓐ real
Ⓑ scary
Ⓒ dull
Ⓓ funny

11. In the poem, the land of Nod can only be reached

Ⓐ during the day
Ⓑ at night
Ⓒ in the summer
Ⓓ in the morning

12. Which line from the poem tells what the author probably likes most about the land of Nod?

Ⓐ All by myself I have to go
Ⓑ I never can get back by day
Ⓒ With none to tell me what to do
Ⓓ All alone beside the stream

13. In the poem, abroad means

Ⓐ to the country
Ⓑ to the sea
Ⓒ to sleep
Ⓓ to a far off place

14. The poem was probably written in order to

Ⓐ tell a story about dreams and dreaming
Ⓑ explain what happens when we sleep
Ⓒ describe far off places
Ⓓ get readers to write about their dreams

15. There is enough information in the poem to show that

Ⓐ the land of Nod is not a real place
Ⓑ the author wants to live in the land of Nod
Ⓒ the land of Nod is in another country
Ⓓ the author is afraid of the land of Nod

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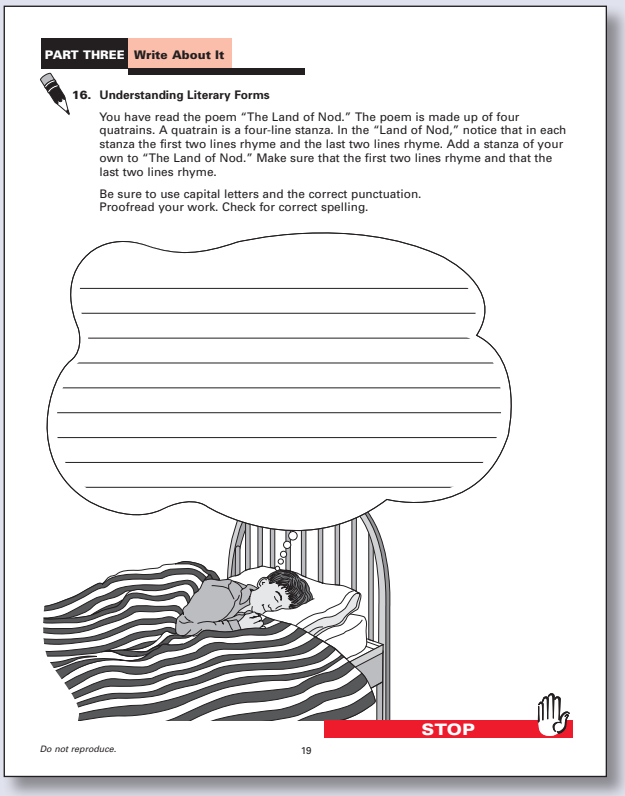

PART THREE Write About It

16. Understanding Literary Forms

You have read the poem "The Land of Nod." The poem is made up of four quatrains. A quatrain is a four-line stanza. In the "Land of Nod," notice that in each stanza the first two lines rhyme and the last two lines rhyme. Add a stanza of your own to "The Land of Nod." Make sure that the first two lines rhyme and that the last two lines rhyme.

Be sure to use capital letters and the correct punctuation. Proofread your work. Check for correct spelling.

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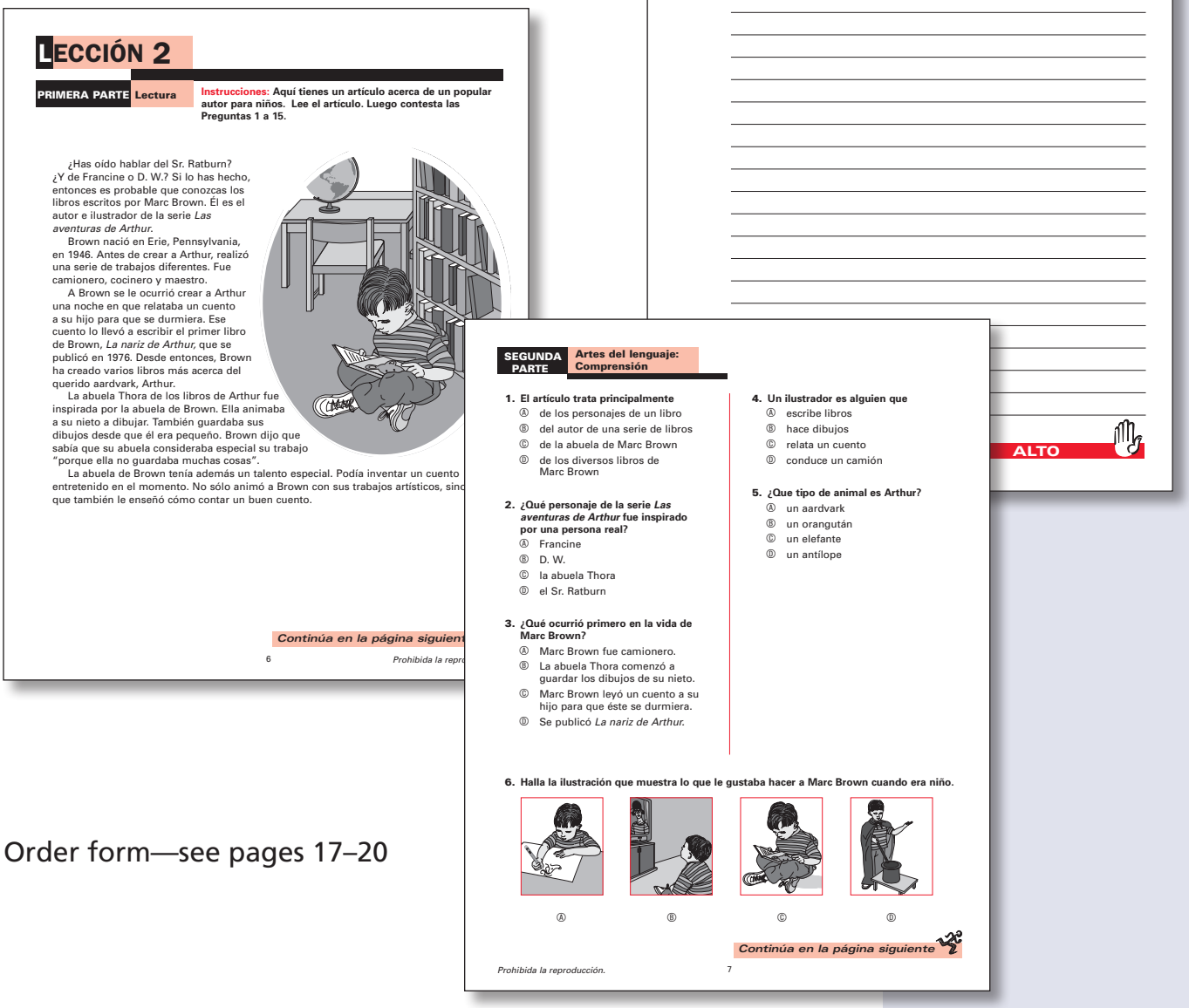

LECCIÓN 2

PRIMERA PARTE Lectura

Instrucciones: Aquí tienes un artículo acerca de un popular autor para niños. Lee el artículo. Luego contesta las Preguntas 1 a 15.

¿Has oído hablar del Sr. Ratburn? ¿Y de Francine o D. W.? Si lo has hecho, entonces es probable que conozcas los libros escritos por Marc Brown. Él es el autor e ilustrador de la serie *Las aventuras de Arthur.*

Brown nació en Erie, Pennsylvania, en 1946. Antes de crear a Arthur, realizó una serie de trabajos diferentes. Fue camionero, cocinero y maestro.

A Brown se le ocurrió crear a Arthur una noche en que relataba un cuento a su hijo para que se durmiera. Ese cuento lo llevó a escribir el primer libro de Brown, *La nariz de Arthur,* que se publicó en 1976. Desde entonces, Brown ha creado varios libros más acerca del querido aardvark, Arthur.

La abuela Thora de los libros de Arthur fue inspirada por la abuela de Brown. Ella animaba a su nieto a dibujar. También guardaba sus dibujos desde que él era pequeño. Brown dijo que sabía que su abuela consideraba especial su trabajo "porque ella no guardaba muchas cosas".

La abuela de Brown tenía además un talento especial. Podía inventar un cuento entretenido en el momento. No sólo animó a Brown con sus trabajos artísticos, sino que también le enseñó cómo contar un buen cuento.

Continúa en la página siguien

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TERCERA PARTE Escríbelo

16. Sacar conclusiones

Piensa en lo que aprendiste de Marc Brown. Una de las personas que lo animó a dibujar fue su abuela. Ella también tenía la habilidad de narrar cuentos maravillosos. En las líneas, explica cómo crees que la abuela de Marc Brown lo ayudó para que se convirtiera en autor e ilustrador.

Asegúrate de usar letras mayúsculas y la puntuación correcta. Corrige tu trabajo. Comprueba que la ortografía esté correcta.

ALTO

SEGUNDA PARTE Artes del lenguaje: Comprensión

1. El artículo trata principalmente
   - Ⓐ de los personajes de un libro
   - Ⓑ del autor de una serie de libros
   - Ⓒ de la abuela de Marc Brown
   - Ⓓ de los diversos libros de Marc Brown

2. ¿Qué personaje de la serie *Las aventuras de Arthur* fue inspirado por una persona real?
   - Ⓐ Francine
   - Ⓑ D. W.
   - Ⓒ la abuela Thora
   - Ⓓ el Sr. Ratburn

3. ¿Qué ocurrió primero en la vida de Marc Brown?
   - Ⓐ Marc Brown fue camionero.
   - Ⓑ La abuela Thora comenzó a guardar los dibujos de su nieto.
   - Ⓒ Marc Brown leyó un cuento a su hijo para que éste se durmiera.
   - Ⓓ Se publicó *La nariz de Arthur.*

4. Un ilustrador es alguien que
   - Ⓐ escribe libros
   - Ⓑ hace dibujos
   - Ⓒ relata un cuento
   - Ⓓ conduce un camión

5. ¿Que tipo de animal es Arthur?
   - Ⓐ un aardvark
   - Ⓑ un orangután
   - Ⓒ un elefante
   - Ⓓ un antílope

6. Halla la ilustración que muestra lo que le gustaba hacer a Marc Brown cuando era niño.

Ⓐ Ⓑ Ⓒ Ⓓ

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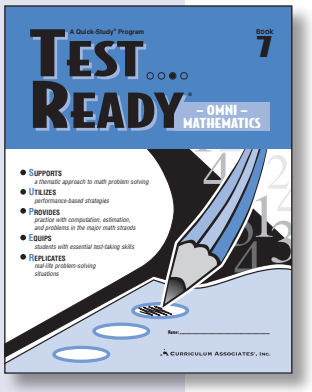
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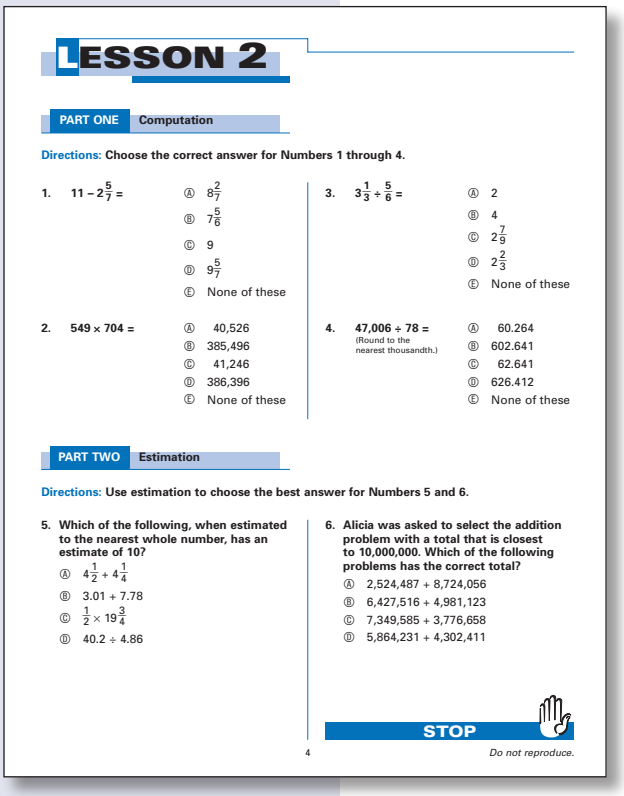

LESSON 2

PART ONE Computation

Directions: Choose the correct answer for Numbers 1 through 4.

1. $11 - 2\frac{5}{7} =$
   Ⓐ $8\frac{2}{7}$
   Ⓑ $7\frac{5}{6}$
   Ⓒ 9
   Ⓓ $9\frac{5}{7}$
   Ⓔ None of these

2. $549 \times 704 =$
   Ⓐ 40,526
   Ⓑ 385,496
   Ⓒ 41,246
   Ⓓ 386,396
   Ⓔ None of these

3. $3\frac{1}{3} \div \frac{5}{6} =$
   Ⓐ 2
   Ⓑ 4
   Ⓒ $2\frac{7}{9}$
   Ⓓ $2\frac{2}{3}$
   Ⓔ None of these

4. $47{,}006 \div 78 =$ (Round to the nearest thousandth.)
   Ⓐ 60.264
   Ⓑ 602.641
   Ⓒ 62.641
   Ⓓ 626.412
   Ⓔ None of these

PART TWO Estimation

Directions: Use estimation to choose the best answer for Numbers 5 and 6.

5. Which of the following, when estimated to the nearest whole number, has an estimate of 10?
   Ⓐ $4\frac{1}{2} + 4\frac{1}{4}$
   Ⓑ 3.01 + 7.78
   Ⓒ $\frac{1}{2} \times 19\frac{3}{4}$
   Ⓓ 40.2 ÷ 4.86

6. Alicia was asked to select the addition problem with a total that is closest to 10,000,000. Which of the following problems has the correct total?
   Ⓐ 2,524,487 + 8,724,056
   Ⓑ 6,427,516 + 4,981,123
   Ⓒ 7,349,585 + 3,776,658
   Ⓓ 5,864,231 + 4,302,411

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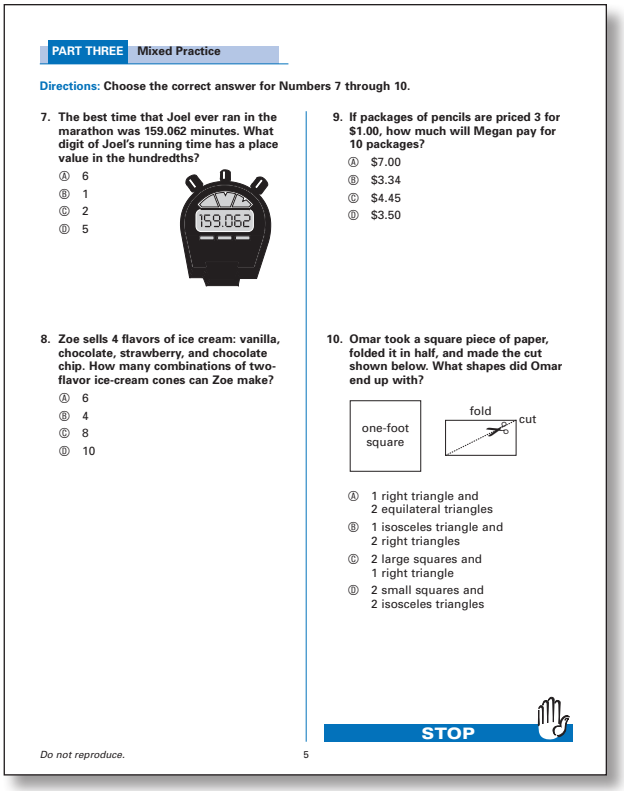

PART THREE Mixed Practice

Directions: Choose the correct answer for Numbers 7 through 10.

7. The best time that Joel ever ran in the marathon was 159.062 minutes. What digit of Joel's running time has a place value in the hundredths?
   Ⓐ 6
   Ⓑ 1
   Ⓒ 2
   Ⓓ 5

8. Zoe sells 4 flavors of ice cream: vanilla, chocolate, strawberry, and chocolate chip. How many combinations of two-flavor ice-cream cones can Zoe make?
   Ⓐ 6
   Ⓑ 4
   Ⓒ 8
   Ⓓ 10

9. If packages of pencils are priced 3 for $1.00, how much will Megan pay for 10 packages?
   Ⓐ $7.00
   Ⓑ $3.34
   Ⓒ $4.45
   Ⓓ $3.50

10. Omar took a square piece of paper, folded it in half, and made the cut shown below. What shapes did Omar end up with?

   Ⓐ 1 right triangle and 2 equilateral triangles
   Ⓑ 1 isosceles triangle and 2 right triangles
   Ⓒ 2 large squares and 1 right triangle
   Ⓓ 2 small squares and 2 isosceles triangles

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Book 7

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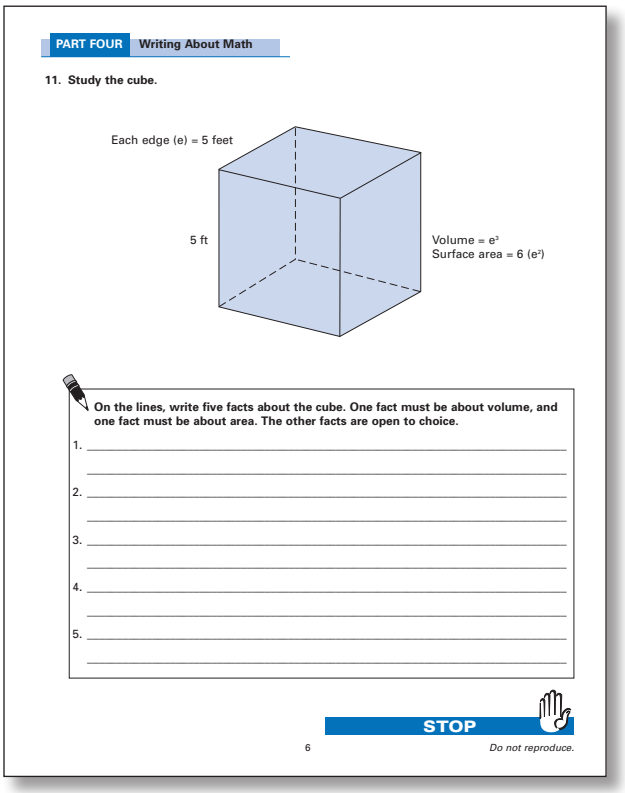

PART FOUR Writing About Math

11. Study the cube.

Each edge (e) = 5 feet

5 ft

Volume = e^3
Surface area = 6 (e^2)

On the lines, write five facts about the cube. One fact must be about volume, and one fact must be about area. The other facts are open to choice.

1. _____
2. _____
3. _____
4. _____
5. _____

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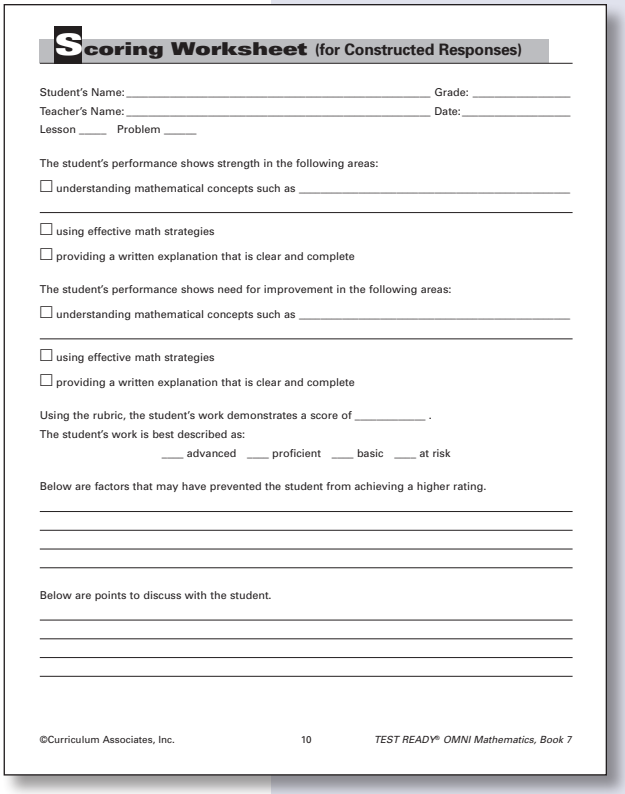

Scoring Worksheet (for Constructed Responses)

Student's Name: _____ Grade: _____
Teacher's Name: _____ Date: _____
Lesson _____ Problem _____

The student's performance shows strength in the following areas:

☐ understanding mathematical concepts such as _____

☐ using effective math strategies

☐ providing a written explanation that is clear and complete

The student's performance shows need for improvement in the following areas:

☐ understanding mathematical concepts such as _____

☐ using effective math strategies

☐ providing a written explanation that is clear and complete

Using the rubric, the student's work demonstrates a score of _____ .
The student's work is best described as:
___ advanced ___ proficient ___ basic ___ at risk

Below are factors that may have prevented the student from achieving a higher rating.

Below are points to discuss with the student.

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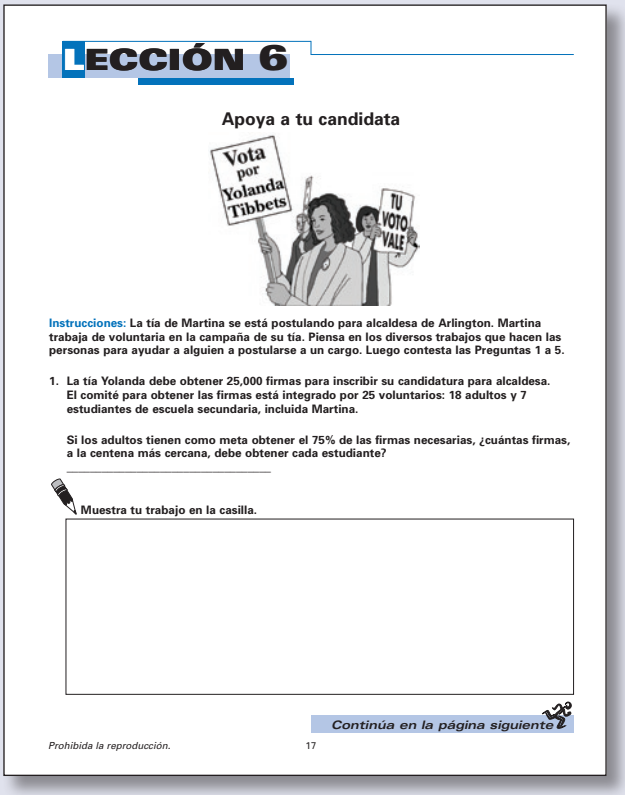

LECCIÓN 6

Apoya a tu candidata

Instrucciones: La tía de Martina se está postulando para alcaldesa de Arlington. Martina trabaja de voluntaria en la campaña de su tía. Piensa en los diversos trabajos que hacen las personas para ayudar a alguien a postularse a un cargo. Luego contesta las Preguntas 1 a 5.

1. La tía Yolanda debe obtener 25,000 firmas para inscribir su candidatura para alcaldesa. El comité para obtener las firmas está integrado por 25 voluntarios: 18 adultos y 7 estudiantes de escuela secundaria, incluida Martina.

   Si los adultos tienen como meta obtener el 75% de las firmas necesarias, ¿cuántas firmas, a la centena más cercana, debe obtener cada estudiante?

   _____

Muestra tu trabajo en la casilla.

Continúa en la página siguiente

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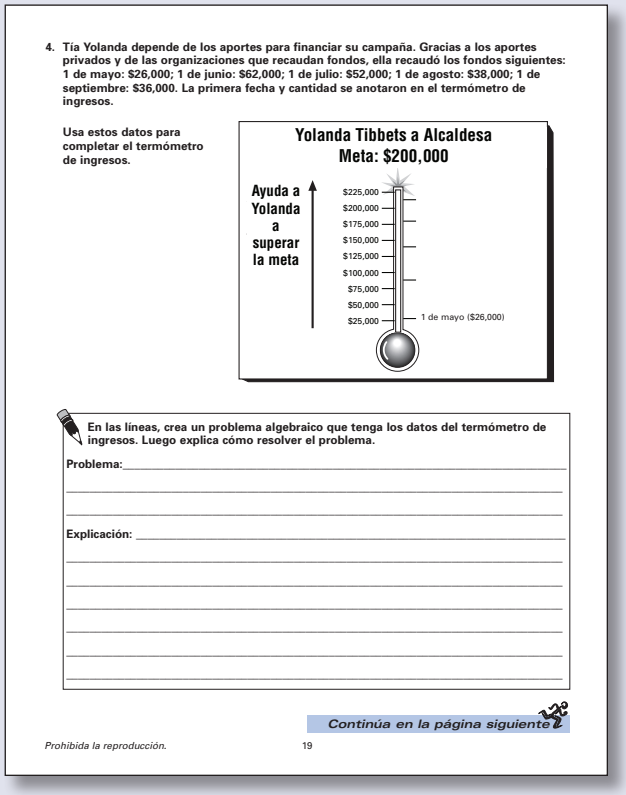

4. Tía Yolanda depende de los aportes para financiar su campaña. Gracias a los aportes privados y de las organizaciones que recaudan fondos, ella recaudó los fondos siguientes: 1 de mayo: $26,000; 1 de junio: $62,000; 1 de julio: $52,000; 1 de agosto: $38,000; 1 de septiembre: $36,000. La primera fecha y cantidad se anotaron en el termómetro de ingresos.

Usa estos datos para completar el termómetro de ingresos.

En las líneas, crea un problema algebraico que tenga los datos del termómetro de ingresos. Luego explica cómo resolver el problema.

Problema: _____

_____

_____

Explicación: _____

_____

_____

_____

_____

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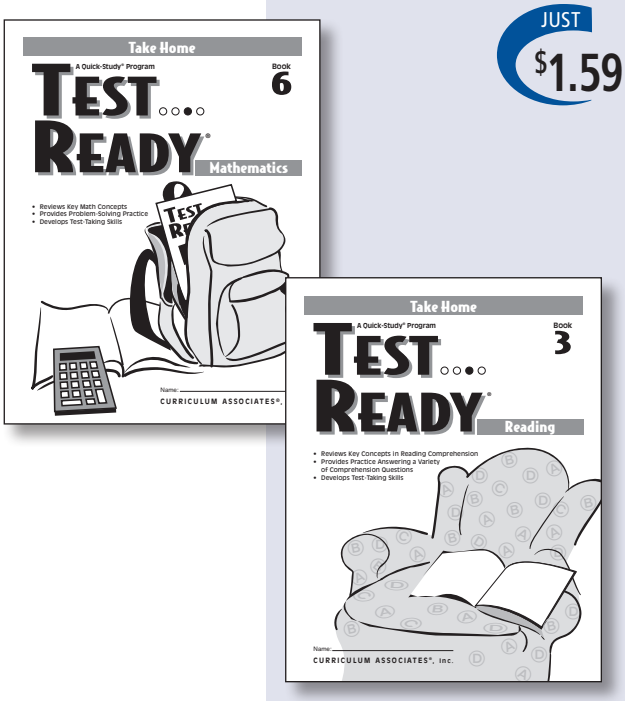

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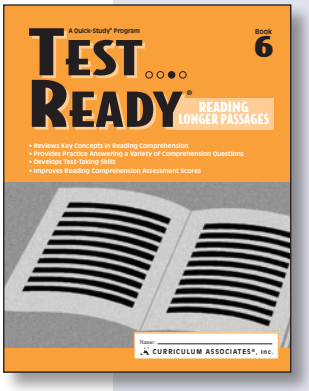
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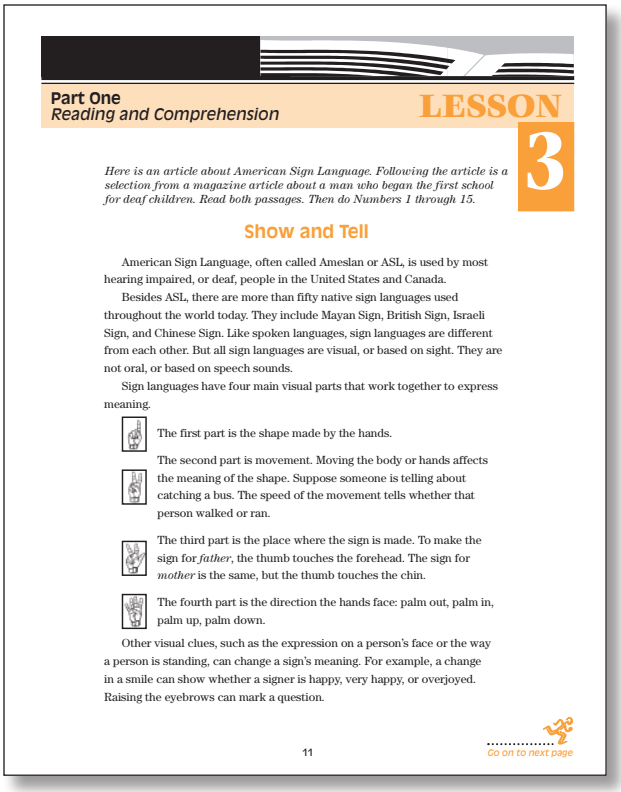

Part One
Reading and Comprehension

LESSON 3

Here is an article about American Sign Language. Following the article is a selection from a magazine article about a man who began the first school for deaf children. Read both passages. Then do Numbers 1 through 15.

Show and Tell

American Sign Language, often called Ameslan or ASL, is used by most hearing impaired, or deaf, people in the United States and Canada.

Besides ASL, there are more than fifty native sign languages used throughout the world today. They include Mayan Sign, British Sign, Israeli Sign, and Chinese Sign. Like spoken languages, sign languages are different from each other. But all sign languages are visual, or based on sight. They are not oral, or based on speech sounds.

Sign languages have four main visual parts that work together to express meaning.

The first part is the shape made by the hands.

The second part is movement. Moving the body or hands affects the meaning of the shape. Suppose someone is telling about catching a bus. The speed of the movement tells whether that person walked or ran.

The third part is the place where the sign is made. To make the sign for *father*, the thumb touches the forehead. The sign for *mother* is the same, but the thumb touches the chin.

The fourth part is the direction the hands face: palm out, palm in, palm up, palm down.

Other visual clues, such as the expression on a person's face or the way a person is standing, can change a sign's meaning. For example, a change in a smile can show whether a signer is happy, very happy, or overjoyed. Raising the eyebrows can mark a question.

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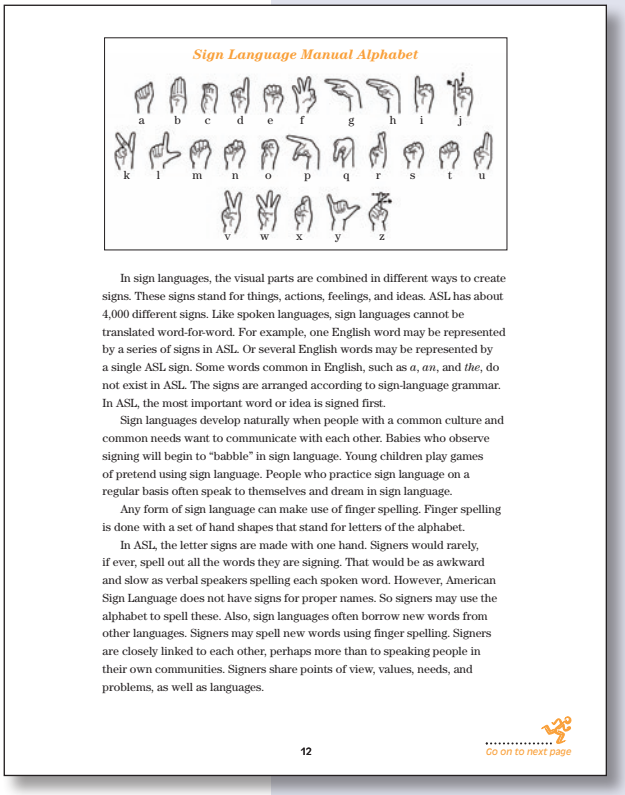
Go on to next page



Sign Language Manual Alphabet

In sign languages, the visual parts are combined in different ways to create signs. These signs stand for things, actions, feelings, and ideas. ASL has about 4,000 different signs. Like spoken languages, sign languages cannot be translated word-for-word. For example, one English word may be represented by a series of signs in ASL. Or several English words may be represented by a single ASL sign. Some words common in English, such as *a*, *an*, and *the*, do not exist in ASL. The signs are arranged according to sign-language grammar. In ASL, the most important word or idea is signed first.

Sign languages develop naturally when people with a common culture and common needs want to communicate with each other. Babies who observe signing will begin to "babble" in sign language. Young children play games of pretend using sign language. People who practice sign language on a regular basis often speak to themselves and dream in sign language.

Any form of sign language can make use of finger spelling. Finger spelling is done with a set of hand shapes that stand for letters of the alphabet.

In ASL, the letter signs are made with one hand. Signers would rarely, if ever, spell out all the words they are signing. That would be as awkward and slow as verbal speakers spelling each spoken word. However, American Sign Language does not have signs for proper names. So signers may use the alphabet to spell these. Also, sign languages often borrow new words from other languages. Signers may spell new words using finger spelling. Signers are closely linked to each other, perhaps more than to speaking people in their own communities. Signers share points of view, values, needs, and problems, as well as languages.

12

Go on to next page

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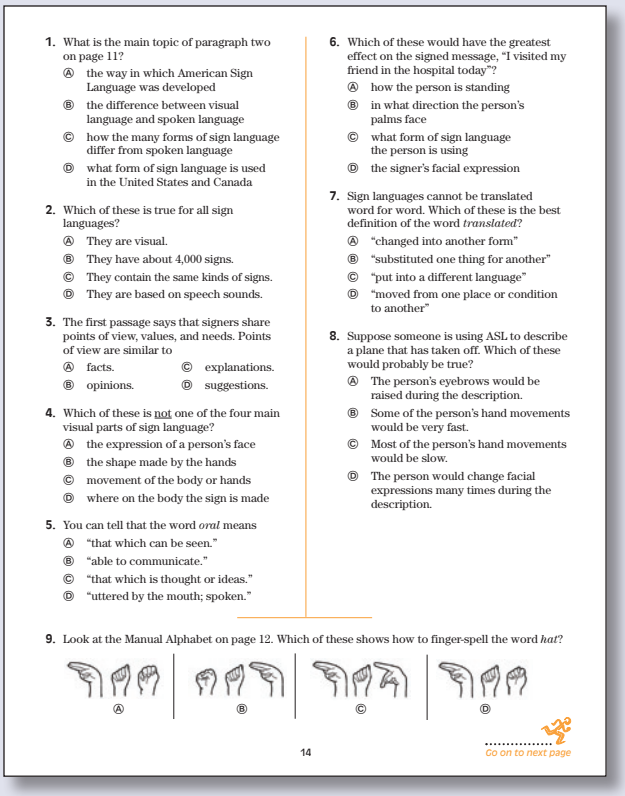

1. What is the main topic of paragraph two on page 11?
   - Ⓐ the way in which American Sign Language was developed
   - Ⓑ the difference between visual language and spoken language
   - Ⓒ how the many forms of sign language differ from spoken language
   - Ⓓ what form of sign language is used in the United States and Canada

2. Which of these is true for all sign languages?
   - Ⓐ They are visual.
   - Ⓑ They have about 4,000 signs.
   - Ⓒ They contain the same kinds of signs.
   - Ⓓ They are based on speech sounds.

3. The first passage says that signers share points of view, values, and needs. Points of view are similar to
   - Ⓐ facts.
   - Ⓑ opinions.
   - Ⓒ explanations.
   - Ⓓ suggestions.

4. Which of these is not one of the four main visual parts of sign language?
   - Ⓐ the expression of a person's face
   - Ⓑ the shape made by the hands
   - Ⓒ movement of the body or hands
   - Ⓓ where on the body the sign is made

5. You can tell that the word *oral* means
   - Ⓐ "that which can be seen."
   - Ⓑ "able to communicate."
   - Ⓒ "that which is thought or ideas."
   - Ⓓ "uttered by the mouth; spoken."

6. Which of these would have the greatest effect on the signed message, "I visited my friend in the hospital today"?
   - Ⓐ how the person is standing
   - Ⓑ in what direction the person's palms face
   - Ⓒ what form of sign language the person is using
   - Ⓓ the signer's facial expression

7. Sign languages cannot be translated word for word. Which of these is the best definition of the word *translated*?
   - Ⓐ "changed into another form"
   - Ⓑ "substituted one thing for another"
   - Ⓒ "put into a different language"
   - Ⓓ "moved from one place or condition to another"

8. Suppose someone is using ASL to describe a plane that has taken off. Which of these would probably be true?
   - Ⓐ The person's eyebrows would be raised during the description.
   - Ⓑ Some of the person's hand movements would be very fast.
   - Ⓒ Most of the person's hand movements would be slow.
   - Ⓓ The person would change facial expressions many times during the description.

9. Look at the Manual Alphabet on page 12. Which of these shows how to finger-spell the word *hat*?

Ⓐ Ⓑ Ⓒ Ⓓ

14

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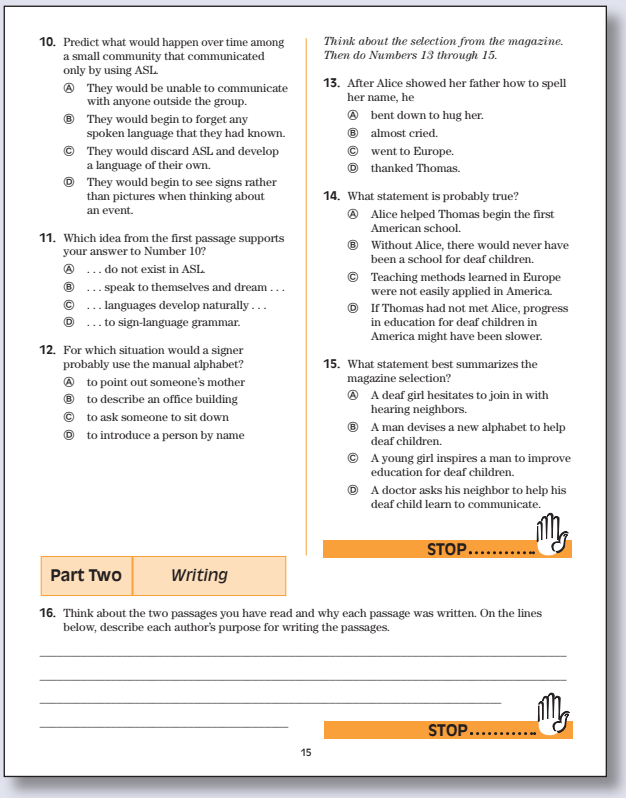
Selected-response questions check students' comprehension. They also practice writing on demand in every lesson.

Evaluate writing samples with scoring rubrics in the Teacher Guide.



10. Predict what would happen over time among a small community that communicated only by using ASL.
    - Ⓐ They would be unable to communicate with anyone outside the group.
    - Ⓑ They would begin to forget any spoken language that they had known.
    - Ⓒ They would discard ASL and develop a language of their own.
    - Ⓓ They would begin to see signs rather than pictures when thinking about an event.

11. Which idea from the first passage supports your answer to Number 10?
    - Ⓐ . . . do not exist in ASL.
    - Ⓑ . . . speak to themselves and dream . . .
    - Ⓒ . . . languages develop naturally . . .
    - Ⓓ . . . to sign-language grammar.

12. For which situation would a signer probably use the manual alphabet?
    - Ⓐ to point out someone's mother
    - Ⓑ to describe an office building
    - Ⓒ to ask someone to sit down
    - Ⓓ to introduce a person by name

Think about the selection from the magazine. Then do Numbers 13 through 15.

13. After Alice showed her father how to spell her name, he
    - Ⓐ bent down to hug her.
    - Ⓑ almost cried.
    - Ⓒ went to Europe.
    - Ⓓ thanked Thomas.

14. What statement is probably true?
    - Ⓐ Alice helped Thomas begin the first American school.
    - Ⓑ Without Alice, there would never have been a school for deaf children.
    - Ⓒ Teaching methods learned in Europe were not easily applied in America.
    - Ⓓ If Thomas had not met Alice, progress in education for deaf children in America might have been slower.

15. What statement best summarizes the magazine selection?
    - Ⓐ A deaf girl hesitates to join in with hearing neighbors.
    - Ⓑ A man devises a new alphabet to help deaf children.
    - Ⓒ A young girl inspires a man to improve education for deaf children.
    - Ⓓ A doctor asks his neighbor to help his deaf child learn to communicate.

STOP

Part Two *Writing*

16. Think about the two passages you have read and why each passage was written. On the lines below, describe each author's purpose for writing the passages.

STOP

15

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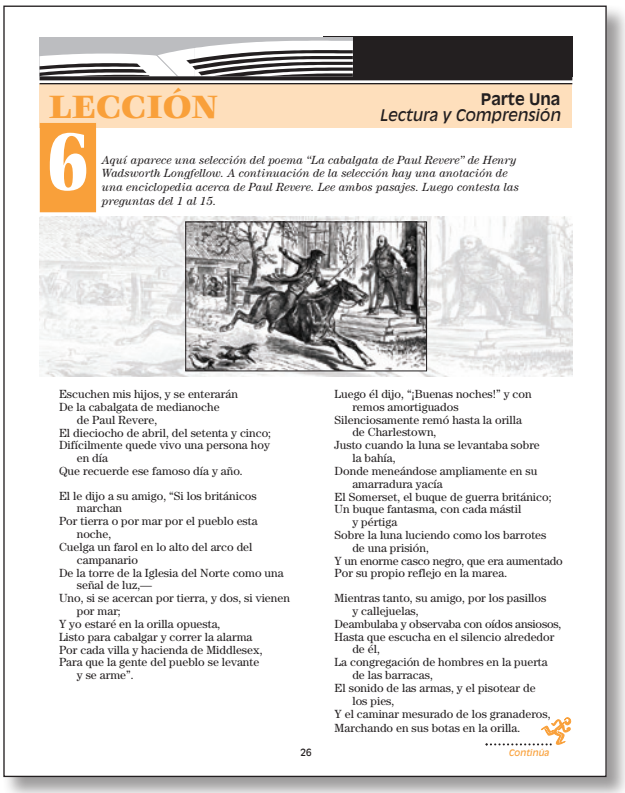


LECCIÓN 6

Parte Una
Lectura y Comprensión

Aquí aparece una selección del poema "La cabalgata de Paul Revere" de Henry Wadsworth Longfellow. A continuación de la selección hay una anotación de una enciclopedia acerca de Paul Revere. Lee ambos pasajes. Luego contesta las preguntas del 1 al 15.

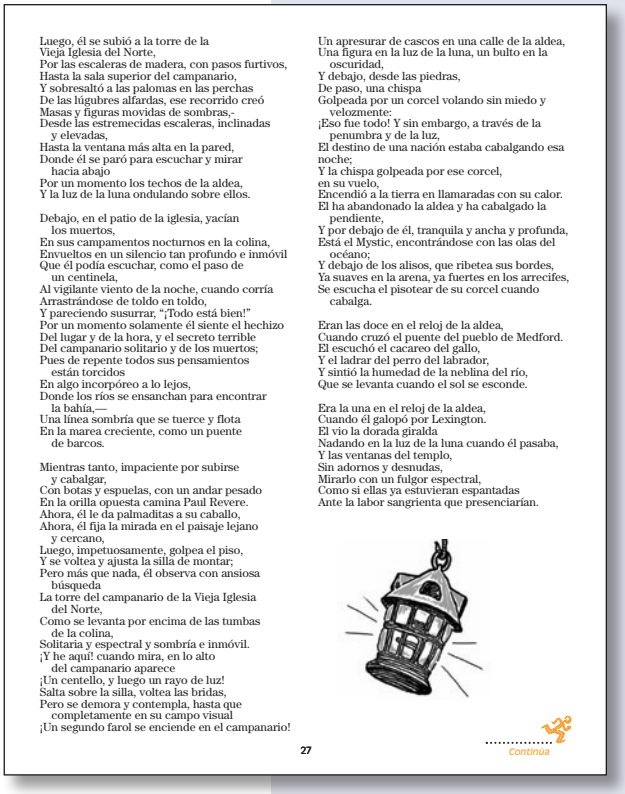
Escuchen mis hijos, y se enterarán
De la cabalgata de medianoche
de Paul Revere,
El dieciocho de abril, del setenta y cinco;
Difícilmente quede vivo una persona hoy
en día
Que recuerde ese famoso día y año.

El le dijo a su amigo, "Si los británicos
marchan
Por tierra o por mar por el pueblo esta
noche,
Cuelga un farol en lo alto del arco del
campanario
De la torre de la Iglesia del Norte como una
señal de luz,—
Uno, si se acercan por tierra, y dos, si vienen
por mar;
Y yo estaré en la orilla opuesta,
Listo para cabalgar y correr la alarma
Por cada villa y hacienda de Middlesex,
Para que la gente del pueblo se levante
y se arme".

Luego él dijo, "¡Buenas noches!" y con
remos amortiguados
Silenciosamente remó hasta la orilla
de Charlestown,
Justo cuando la luna se levantaba sobre
la bahía,
Donde meneándose ampliamente en su
amarradura yacía
El Somerset, el buque de guerra británico;
Un buque fantasma, con cada mástil
y pértiga
Sobre la luna luciendo como los barrotes
de una prisión,
Y un enorme casco negro, que era aumentado
Por su propio reflejo en la marea.

Mientras tanto, su amigo, por los pasillos
y callejuelas,
Deambulaba y observaba con oídos ansiosos,
Hasta que escucha en el silencio alrededor
de él,
La congregación de hombres en la puerta
de las barracas,
El sonido de las armas, y el pisotear de
los pies,
Y el caminar mesurado de los granaderos,
Marchando en sus botas en la orilla.

Continúa



Luego, él se subió a la torre de la
Vieja Iglesia del Norte,
Por las escaleras de madera, con pasos furtivos,
Hasta la sala superior del campanario,
Y sobresaltó a las palomas en las perchas
De las lúgubres alfardas, ese recorrido creó
Masas y figuras movidas de sombras,-
Desde las estremecidas escaleras, inclinadas
y elevadas,
Hasta la ventana más alta en la pared,
Donde él se paró para escuchar y mirar
hacia abajo
Por un momento los techos de la aldea,
Y la luz de la luna ondulando sobre ellos.

Debajo, en el patio de la iglesia, yacían
los muertos,
En sus campamentos nocturnos en la colina,
Envueltos en un silencio tan profundo e inmóvil
Que él podía escuchar, como el paso de
un centinela,
Al vigilante viento de la noche, cuando corría
Arrastrándose de toldo en toldo,
Y pareciendo susurrar, "¡Todo está bien!"
Por un momento solamente él siente el hechizo
Del lugar y de la hora, y el secreto terrible
Del campanario solitario y de los muertos;
Pues de repente todos sus pensamientos
están torcidos
En algo incorpóreo a lo lejos,
Donde los ríos se ensanchan para encontrar
la bahía,—
Una línea sombría que se tuerce y flota
En la marea creciente, como un puente
de barcos.

Mientras tanto, impaciente por subirse
y cabalgar,
Con botas y espuelas, con un andar pesado
En la orilla opuesta camina Paul Revere.
Ahora, él le da palmaditas a su caballo,
Ahora, él fija la mirada en el paisaje lejano
y cercano,
Luego, impetuosamente, golpea el piso,
Y se voltea y ajusta la silla de montar;
Pero más que nada, él observa con ansiosa
búsqueda
La torre del campanario de la Vieja Iglesia
del Norte,
Como se levanta por encima de las tumbas
de la colina,
Solitaria y espectral y sombría e inmóvil.
¡Y he aquí! cuando mira, en lo alto
del campanario aparece
¡Un centello, y luego un rayo de luz!
Salta sobre la silla, voltea las bridas,
Pero se demora y contempla, hasta que
completamente en su campo visual
¡Un segundo farol se enciende en el campanario!

Un apresurar de cascos en una calle de la aldea,
Una figura en la luz de la luna, un bulto en la
oscuridad,
Y debajo, desde las piedras,
De paso, una chispa
Golpeada por un corcel volando sin miedo y
velozmente:
¡Eso fue todo! Y sin embargo, a través de la
penumbra y de la luz,
El destino de una nación estaba cabalgando esa
noche;
Y la chispa golpeada por ese corcel,
en su vuelo,
Encendió a la tierra en llamaradas con su calor.
El ha abandonado la aldea y ha cabalgado la
pendiente,
Y por debajo de él, tranquila y ancha y profunda,
Está el Mystic, encontrándose con las olas del
océano;
Y debajo de los alisos, que ribetea sus bordes,
Ya suaves en la arena, ya fuertes en los arrecifes,
Se escucha el pisotear de su corcel cuando
cabalga.

Eran las doce en el reloj de la aldea,
Cuando cruzó el puente del pueblo de Medford.
El escuchó el cacareo del gallo,
Y el ladrar del perro del labrador,
Y sintió la humedad de la neblina del río,
Que se levanta cuando el sol se esconde.

Era la una en el reloj de la aldea,
Cuando él galopó por Lexington.
El vio la dorada giralda
Nadando en la luz de la luna cuando él pasaba,
Y las ventanas del templo,
Sin adornos y desnudas,
Mirarlo con un fulgor espectral,
Como si ellas ya estuvieran espantadas
Ante la labor sangrienta que presenciarían.

Continúa

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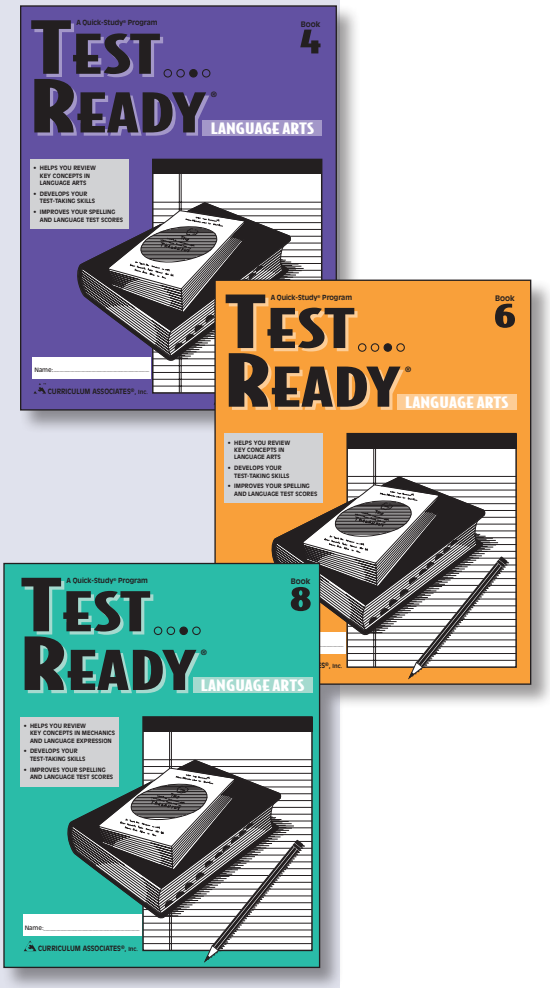
GRADES 1–8

Language Arts

Book 6



Practice lessons are divided into three areas:

- spelling—cloze items, and proofreading word lists and sentences for misspellings
- language—mechanics, expression, and use of resources
- rubric-scored writing—students write narrative, expository, or descriptive paragraphs on demand

Students are prepared to succeed on ELA tests after practicing with:

- optional pretest
- ten practice lessons—spelling, language, writing
- timed practice (post) test

The series correlates to basal texts and standards-based tests, and supports NCTE initiatives.

Sample lessons—see pages 26–27

Order form—see pages 17–20

For visually-impaired students: Some TEST READY materials are listed at www.aph.org

TEST READY® Language Arts

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	Item #	Item #		Item #	Item #
Book 1	WB9230	WB9230.9	Book 5	WB9197	WB9197.9
Book 2	WB9194	WB9194.9	Book 6	WB9198	WB9198.9
Book 3	WB9195	WB9195.9	Book 7	WB9199	WB9199.9
Book 4	WB9196	WB9196.9	Book 8	WB9200	WB9200.9

NOTE: Teacher Guides for Books 1 and 2 include scripting for teacher-directed lessons and are necessary for implementation.

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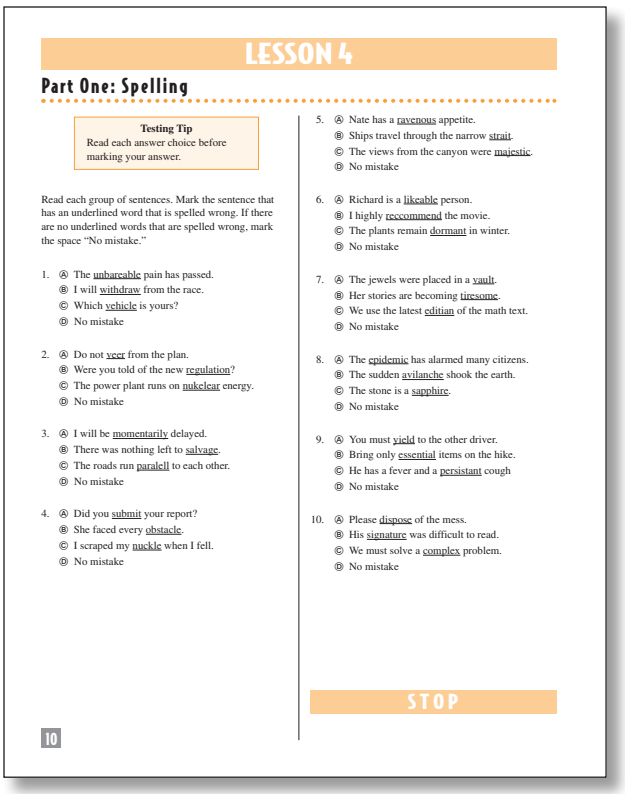
Language Arts

Book 6

Students practice spelling and proofreading.



LESSON 4

Part One: Spelling

Testing Tip
Read each answer choice before marking your answer.

Read each group of sentences. Mark the sentence that has an underlined word that is spelled wrong. If there are no underlined words that are spelled wrong, mark the space "No mistake."

1. Ⓐ The unbareable pain has passed.
   Ⓑ I will withdraw from the race.
   Ⓒ Which vehicle is yours?
   Ⓓ No mistake

2. Ⓐ Do not veer from the plan.
   Ⓑ Were you told of the new regulation?
   Ⓒ The power plant runs on nukelear energy.
   Ⓓ No mistake

3. Ⓐ I will be momentarily delayed.
   Ⓑ There was nothing left to salvage.
   Ⓒ The roads run paralell to each other.
   Ⓓ No mistake

4. Ⓐ Did you submit your report?
   Ⓑ She faced every obstacle.
   Ⓒ I scraped my nuckle when I fell.
   Ⓓ No mistake

5. Ⓐ Nate has a ravenous appetite.
   Ⓑ Ships travel through the narrow strait.
   Ⓒ The views from the canyon were majestic.
   Ⓓ No mistake

6. Ⓐ Richard is a likeable person.
   Ⓑ I highly reccommend the movie.
   Ⓒ The plants remain dormant in winter.
   Ⓓ No mistake

7. Ⓐ The jewels were placed in a vault.
   Ⓑ Her stories are becoming tiresome.
   Ⓒ We use the latest editian of the math text.
   Ⓓ No mistake

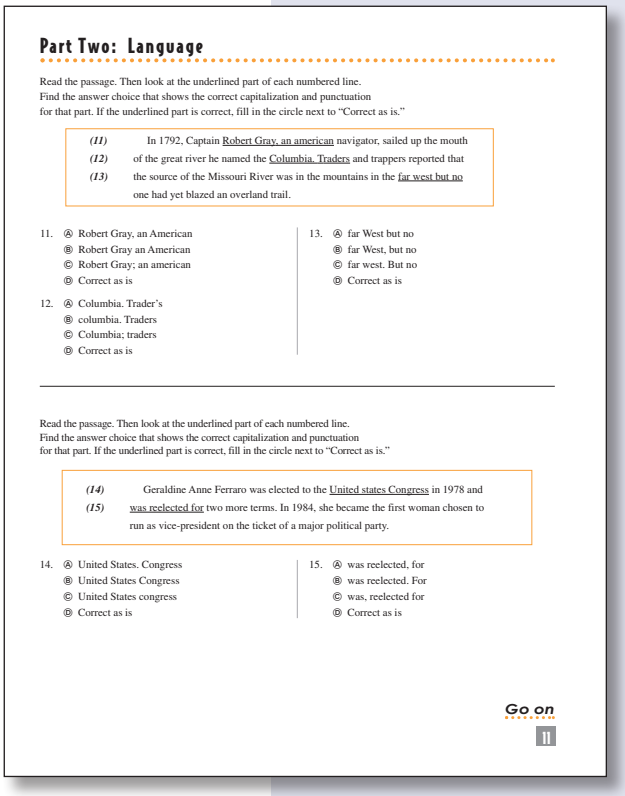
8. Ⓐ The epidemic has alarmed many citizens.
   Ⓑ The sudden avilanche shook the earth.
   Ⓒ The stone is a sapphire.
   Ⓓ No mistake

9. Ⓐ You must yield to the other driver.
   Ⓑ Bring only essential items on the hike.
   Ⓒ He has a fever and a persistant cough
   Ⓓ No mistake

10. Ⓐ Please dispose of the mess.
    Ⓑ His signature was difficult to read.
    Ⓒ We must solve a complex problem.
    Ⓓ No mistake

STOP

10



Part Two: Language

Read the passage. Then look at the underlined part of each numbered line. Find the answer choice that shows the correct capitalization and punctuation for that part. If the underlined part is correct, fill in the circle next to "Correct as is."

> ***(11)*** In 1792, Captain Robert Gray, an american navigator, sailed up the mouth
> ***(12)*** of the great river he named the Columbia, Traders and trappers reported that
> ***(13)*** the source of the Missouri River was in the mountains in the far west but no one had yet blazed an overland trail.

11. Ⓐ Robert Gray, an American
    Ⓑ Robert Gray an American
    Ⓒ Robert Gray; an american
    Ⓓ Correct as is

12. Ⓐ Columbia. Trader's
    Ⓑ columbia. Traders
    Ⓒ Columbia; traders
    Ⓓ Correct as is

13. Ⓐ far West but no
    Ⓑ far West, but no
    Ⓒ far west. But no
    Ⓓ Correct as is

Read the passage. Then look at the underlined part of each numbered line. Find the answer choice that shows the correct capitalization and punctuation for that part. If the underlined part is correct, fill in the circle next to "Correct as is."

> ***(14)*** Geraldine Anne Ferraro was elected to the United states Congress in 1978 and
> ***(15)*** was reelected for two more terms. In 1984, she became the first woman chosen to run as vice-president on the ticket of a major political party.

14. Ⓐ United States. Congress
    Ⓑ United States Congress
    Ⓒ United States congress
    Ⓓ Correct as is

15. Ⓐ was reelected, for
    Ⓑ was reelected. For
    Ⓒ was, reelected for
    Ⓓ Correct as is

Go on

11

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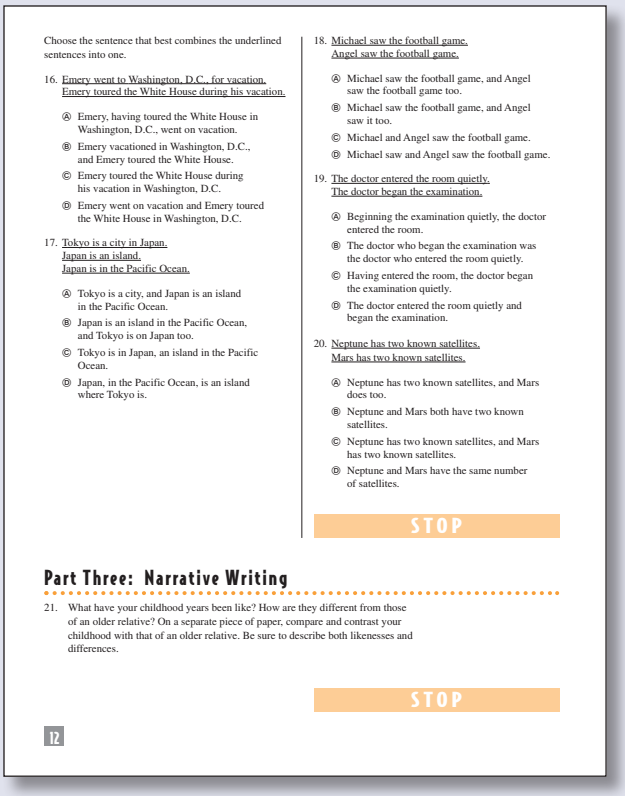


Choose the sentence that best combines the underlined sentences into one.

16. Emery went to Washington, D.C., for vacation.
Emery toured the White House during his vacation.

Ⓐ Emery, having toured the White House in Washington, D.C., went on vacation.
Ⓑ Emery vacationed in Washington, D.C., and Emery toured the White House.
Ⓒ Emery toured the White House during his vacation in Washington, D.C.
Ⓓ Emery went on vacation and Emery toured the White House in Washington, D.C.

17. Tokyo is a city in Japan.
Japan is an island.
Japan is in the Pacific Ocean.

Ⓐ Tokyo is a city, and Japan is an island in the Pacific Ocean.
Ⓑ Japan is an island in the Pacific Ocean, and Tokyo is on Japan too.
Ⓒ Tokyo is in Japan, an island in the Pacific Ocean.
Ⓓ Japan, in the Pacific Ocean, is an island where Tokyo is.

18. Michael saw the football game.
Angel saw the football game.

Ⓐ Michael saw the football game, and Angel saw the football game too.
Ⓑ Michael saw the football game, and Angel saw it too.
Ⓒ Michael and Angel saw the football game.
Ⓓ Michael saw and Angel saw the football game.

19. The doctor entered the room quietly.
The doctor began the examination.

Ⓐ Beginning the examination quietly, the doctor entered the room.
Ⓑ The doctor who began the examination was the doctor who entered the room quietly.
Ⓒ Having entered the room, the doctor began the examination quietly.
Ⓓ The doctor entered the room quietly and began the examination.

20. Neptune has two known satellites.
Mars has two known satellites.

Ⓐ Neptune has two known satellites, and Mars does too.
Ⓑ Neptune and Mars both have two known satellites.
Ⓒ Neptune has two known satellites, and Mars has two known satellites.
Ⓓ Neptune and Mars have the same number of satellites.

STOP

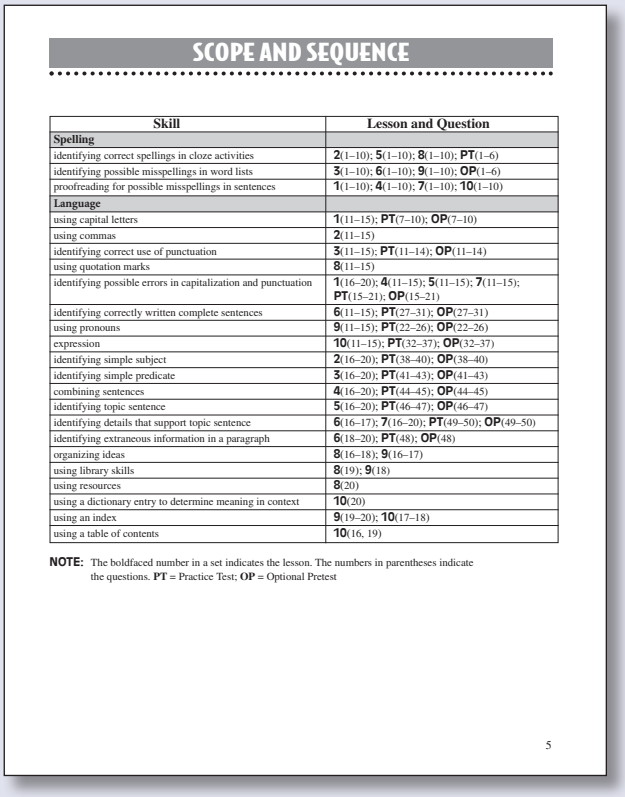
Part Three: Narrative Writing

21. What have your childhood years been like? How are they different from those of an older relative? On a separate piece of paper, compare and contrast your childhood with that of an older relative. Be sure to describe both likenesses and differences.

STOP

12

Writing prompts give students practice with constructed-response questions.



SCOPE AND SEQUENCE

Skill	Lesson and Question
Spelling	
identifying correct spellings in cloze activities	**2**(1–10); **5**(1–10); **8**(1–10); **PT**(1–6)
identifying possible misspellings in word lists	**3**(1–10); **6**(1–10); **9**(1–10); **OP**(1–6)
proofreading for possible misspellings in sentences	**1**(1–10); **4**(1–10); **7**(1–10); **10**(1–10)
Language	
using capital letters	**1**(11–15); **PT**(7–10); **OP**(7–10)
using commas	**2**(11–15)
identifying correct use of punctuation	**3**(11–15); **PT**(11–14); **OP**(11–14)
using quotation marks	**8**(11–15)
identifying possible errors in capitalization and punctuation	**1**(16–20); **4**(11–15); **5**(11–15); **7**(11–15); **PT**(15–21); **OP**(15–21)
identifying correctly written complete sentences	**6**(11–15); **PT**(27–31); **OP**(27–31)
using pronouns	**9**(11–15); **PT**(22–26); **OP**(22–26)
expression	**10**(11–15); **PT**(32–37); **OP**(32–37)
identifying simple subject	**2**(16–20); **PT**(38–40); **OP**(38–40)
identifying simple predicate	**3**(16–20); **PT**(41–43); **OP**(41–43)
combining sentences	**4**(16–20); **PT**(44–45); **OP**(44–45)
identifying topic sentence	**5**(16–20); **PT**(46–47); **OP**(46–47)
identifying details that support topic sentence	**6**(16–17); **7**(16–20); **PT**(49–50); **OP**(49–50)
identifying extraneous information in a paragraph	**6**(18–20); **PT**(48); **OP**(48)
organizing ideas	**8**(16–18); **9**(16–17)
using library skills	**8**(19); **9**(18)
using resources	**8**(20)
using a dictionary entry to determine meaning in context	**10**(20)
using an index	**9**(19–20); **10**(17–18)
using a table of contents	**10**(16, 19)

NOTE: The boldfaced number in a set indicates the lesson. The numbers in parentheses indicate the questions. **PT** = Practice Test; **OP** = Optional Pretest

5

All Teacher Guides include a scope and sequence.

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Order form—see pages 17–20

Reading and Vocabulary

GRADES 1–8
In Spanish, too!

The Reading and Vocabulary series features:

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The Teacher Guides feature an answer key and a scope and sequence of question types.

Sample lessons—see pages 30–31

Order form—see pages 17–20

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Book 4	WB9668	WB9676	WB9668.9	WB9676.9

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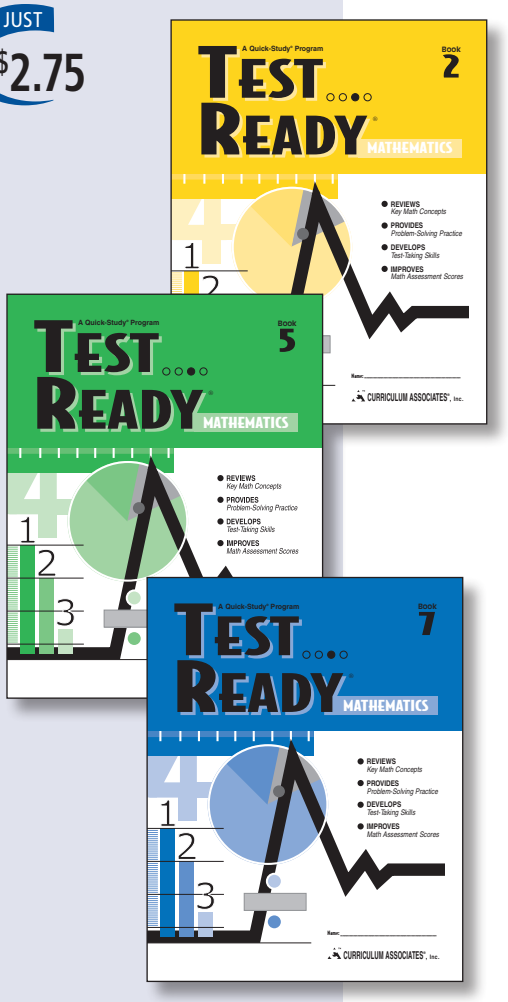

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Sample lessons—see pages 32–33

Order form—see pages 17–20

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Book 2	WB9614	WB9622	WB9614.9	WB9622.9
Book 3	WB9615	WB9623	WB9615.9	WB9623.9
Book 4	WB9616	WB9624	WB9616.9	WB9624.9

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Book 6	WB9618	WB9626	WB9618.9	WB9626.9
Book 7	WB9619	WB9627	WB9619.9	WB9627.9
Book 8	WB9620	WB9628	WB9620.9	WB9628.9

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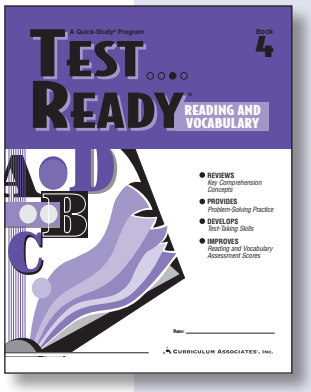
Reading and Vocabulary

Book 4

Reading skills address:

- recalling information
- interpreting fact and opinion
- evaluating literary forms
- constructing meaning
- evaluating/extending meaning



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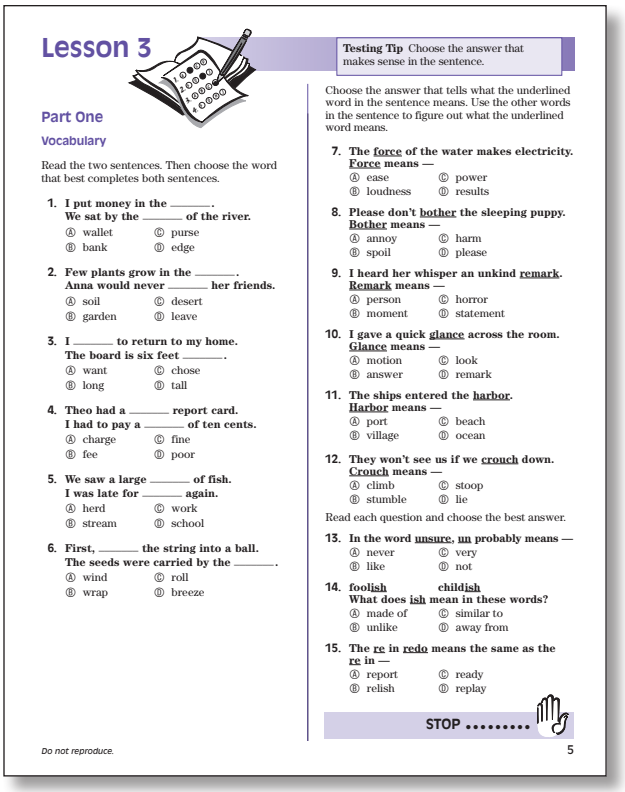

Lesson 3

Testing Tip Choose the answer that makes sense in the sentence.

Part One

Vocabulary

Read the two sentences. Then choose the word that best completes both sentences.

1. **I put money in the _____.**
   We sat by the _____ of the river.
   Ⓐ wallet Ⓒ purse
   Ⓑ bank Ⓓ edge

2. **Few plants grow in the _____.**
   Anna would never _____ her friends.
   Ⓐ soil Ⓒ desert
   Ⓑ garden Ⓓ leave

3. **I _____ to return to my home.**
   The board is six feet _____.
   Ⓐ want Ⓒ chose
   Ⓑ long Ⓓ tall

4. **Theo had a _____ report card.**
   I had to pay a _____ of ten cents.
   Ⓐ charge Ⓒ fine
   Ⓑ fee Ⓓ poor

5. **We saw a large _____ of fish.**
   I was late for _____ again.
   Ⓐ herd Ⓒ work
   Ⓑ stream Ⓓ school

6. **First, _____ the string into a ball.**
   The seeds were carried by the _____.
   Ⓐ wind Ⓒ roll
   Ⓑ wrap Ⓓ breeze

Choose the answer that tells what the underlined word in the sentence means. Use the other words in the sentence to figure out what the underlined word means.

7. **The force of the water makes electricity.**
   Force means —
   Ⓐ ease Ⓒ power
   Ⓑ loudness Ⓓ results

8. **Please don't bother the sleeping puppy.**
   Bother means —
   Ⓐ annoy Ⓒ harm
   Ⓑ spoil Ⓓ please

9. **I heard her whisper an unkind remark.**
   Remark means —
   Ⓐ person Ⓒ horror
   Ⓑ moment Ⓓ statement

10. **I gave a quick glance across the room.**
    Glance means —
    Ⓐ motion Ⓒ look
    Ⓑ answer Ⓓ remark

11. **The ships entered the harbor.**
    Harbor means —
    Ⓐ port Ⓒ beach
    Ⓑ village Ⓓ ocean

12. **They won't see us if we crouch down.**
    Crouch means —
    Ⓐ climb Ⓒ stoop
    Ⓑ stumble Ⓓ lie

Read each question and choose the best answer.

13. **In the word unsure, un probably means —**
    Ⓐ never Ⓒ very
    Ⓑ like Ⓓ not

14. **foolish childish**
    What does ish mean in these words?
    Ⓐ made of Ⓒ similar to
    Ⓑ unlike Ⓓ away from

15. **The re in redo means the same as the re in —**
    Ⓐ report Ⓒ ready
    Ⓑ relish Ⓓ replay

STOP

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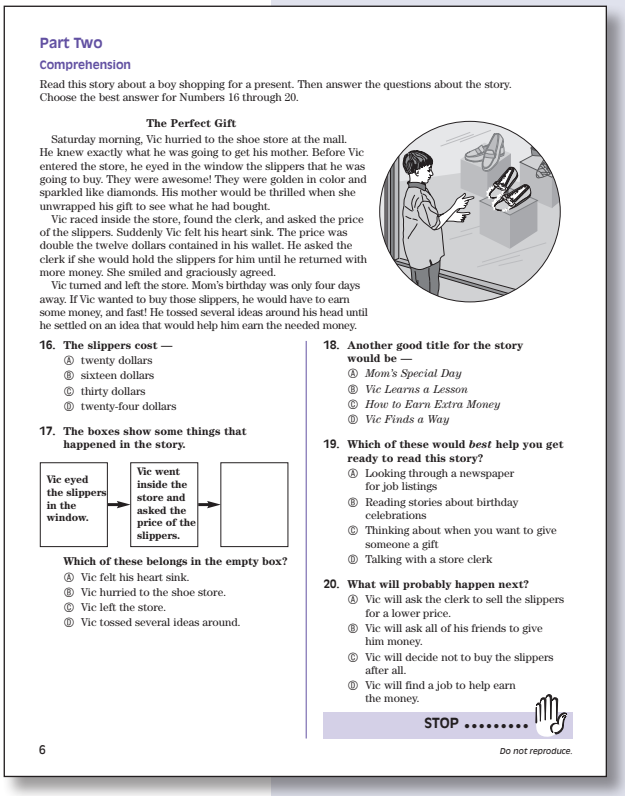

Part Two

Comprehension

Read this story about a boy shopping for a present. Then answer the questions about the story. Choose the best answer for Numbers 16 through 20.

The Perfect Gift

Saturday morning, Vic hurried to the shoe store at the mall. He knew exactly what he was going to get his mother. Before Vic entered the store, he eyed in the window the slippers that he was going to buy. They were awesome! They were golden in color and sparkled like diamonds. His mother would be thrilled when she unwrapped his gift to see what he had bought.

Vic raced inside the store, found the clerk, and asked the price of the slippers. Suddenly Vic felt his heart sink. The price was double the twelve dollars contained in his wallet. He asked the clerk if she would hold the slippers for him until he returned with more money. She smiled and graciously agreed.

Vic turned and left the store. Mom's birthday was only four days away. If Vic wanted to buy those slippers, he would have to earn some money, and fast! He tossed several ideas around his head until he settled on an idea that would help him earn the needed money.

16. **The slippers cost —**
    Ⓐ twenty dollars
    Ⓑ sixteen dollars
    Ⓒ thirty dollars
    Ⓓ twenty-four dollars

17. **The boxes show some things that happened in the story.**

Vic eyed the slippers in the window.	**Vic went inside the store and asked the price of the slippers.**	

    Which of these belongs in the empty box?
    Ⓐ Vic felt his heart sink.
    Ⓑ Vic hurried to the shoe store.
    Ⓒ Vic left the store.
    Ⓓ Vic tossed several ideas around.

18. **Another good title for the story would be —**
    Ⓐ *Mom's Special Day*
    Ⓑ *Vic Learns a Lesson*
    Ⓒ *How to Earn Extra Money*
    Ⓓ *Vic Finds a Way*

19. **Which of these would *best* help you get ready to read this story?**
    Ⓐ Looking through a newspaper for job listings
    Ⓑ Reading stories about birthday celebrations
    Ⓒ Thinking about when you want to give someone a gift
    Ⓓ Talking with a store clerk

20. **What will probably happen next?**
    Ⓐ Vic will ask the clerk to sell the slippers for a lower price.
    Ⓑ Vic will ask all of his friends to give him money.
    Ⓒ Vic will decide not to buy the slippers after all.
    Ⓓ Vic will find a job to help earn the money.

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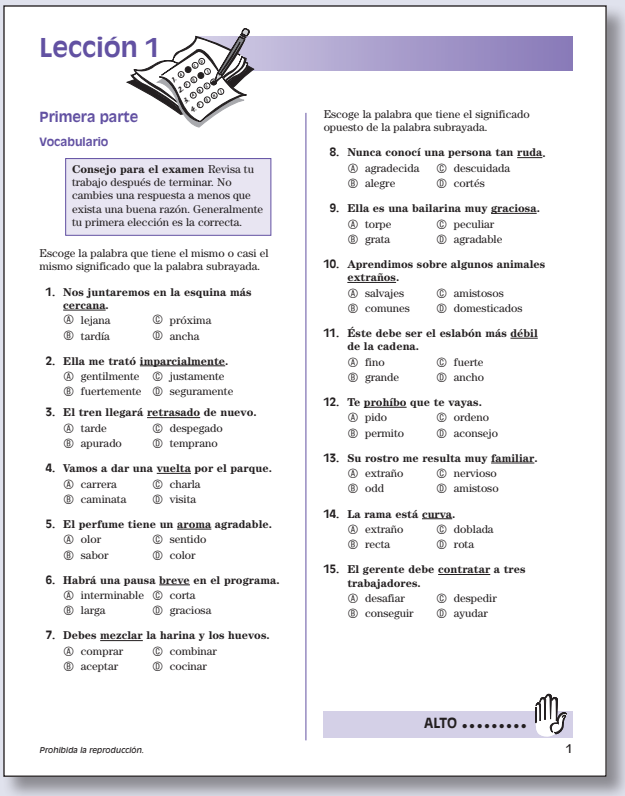
Book 4, Spanish Edition



Lección 1

Primera parte

Vocabulario

Consejo para el examen Revisa tu trabajo después de terminar. No cambies una respuesta a menos que exista una buena razón. Generalmente tu primera elección es la correcta.

Escoge la palabra que tiene el mismo o casi el mismo significado que la palabra subrayada.

1. **Nos juntaremos en la esquina más <u>cercana</u>.**
   Ⓐ lejana Ⓒ próxima Ⓑ tardía Ⓓ ancha
2. **Ella me trató <u>imparcialmente</u>.**
   Ⓐ gentilmente Ⓒ justamente Ⓑ fuertemente Ⓓ seguramente
3. **El tren llegará <u>retrasado</u> de nuevo.**
   Ⓐ tarde Ⓒ despegado Ⓑ apurado Ⓓ temprano
4. **Vamos a dar una <u>vuelta</u> por el parque.**
   Ⓐ carrera Ⓒ charla Ⓑ caminata Ⓓ visita
5. **El perfume tiene un <u>aroma</u> agradable.**
   Ⓐ olor Ⓒ sentido Ⓑ sabor Ⓓ color
6. **Habrá una pausa <u>breve</u> en el programa.**
   Ⓐ interminable Ⓒ corta Ⓑ larga Ⓓ graciosa
7. **Debes <u>mezclar</u> la harina y los huevos.**
   Ⓐ comprar Ⓒ combinar Ⓑ aceptar Ⓓ cocinar

Escoge la palabra que tiene el significado opuesto de la palabra subrayada.

8. **Nunca conocí una persona tan <u>ruda</u>.**
   Ⓐ agradecida Ⓒ descuidada Ⓑ alegre Ⓓ cortés
9. **Ella es una bailarina muy <u>graciosa</u>.**
   Ⓐ torpe Ⓒ peculiar Ⓑ grata Ⓓ agradable
10. **Aprendimos sobre algunos animales <u>extraños</u>.**
    Ⓐ salvajes Ⓒ amistosos Ⓑ comunes Ⓓ domesticados
11. **Éste debe ser el eslabón más <u>débil</u> de la cadena.**
    Ⓐ fino Ⓒ fuerte Ⓑ grande Ⓓ ancho
12. **Te <u>prohíbo</u> que te vayas.**
    Ⓐ pido Ⓒ ordeno Ⓑ permito Ⓓ aconsejo
13. **Su rostro me resulta muy <u>familiar</u>.**
    Ⓐ extraño Ⓒ nervioso Ⓑ odd Ⓓ amistoso
14. **La rama está <u>curva</u>.**
    Ⓐ extraño Ⓒ doblada Ⓑ recta Ⓓ rota
15. **El gerente debe <u>contratar</u> a tres trabajadores.**
    Ⓐ desafiar Ⓒ despedir Ⓑ conseguir Ⓓ ayudar

ALTO .....

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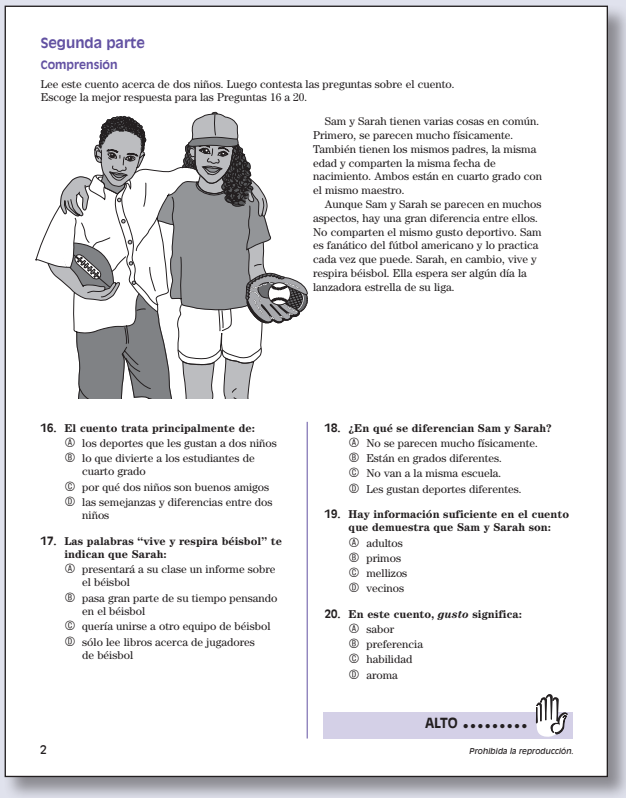
Vocabulary items are practiced in isolation.



Segunda parte

Comprensión

Lee este cuento acerca de dos niños. Luego contesta las preguntas sobre el cuento. Escoge la mejor respuesta para las Preguntas 16 a 20.

Sam y Sarah tienen varias cosas en común. Primero, se parecen mucho físicamente. También tienen los mismos padres, la misma edad y comparten la misma fecha de nacimiento. Ambos están en cuarto grado con el mismo maestro.

Aunque Sam y Sarah se parecen en muchos aspectos, hay una gran diferencia entre ellos. No comparten el mismo gusto deportivo. Sam es fanático del fútbol americano y lo practica cada vez que puede. Sarah, en cambio, vive y respira béisbol. Ella espera ser algún día la lanzadora estrella de su liga.

16. **El cuento trata principalmente de:**
    Ⓐ los deportes que les gustan a dos niños
    Ⓑ lo que divierte a los estudiantes de cuarto grado
    Ⓒ por qué dos niños son buenos amigos
    Ⓓ las semejanzas y diferencias entre dos niños
17. **Las palabras "vive y respira béisbol" te indican que Sarah:**
    Ⓐ presentará a su clase un informe sobre el béisbol
    Ⓑ pasa gran parte de su tiempo pensando en el béisbol
    Ⓒ quería unirse a otro equipo de béisbol
    Ⓓ sólo lee libros acerca de jugadores de béisbol
18. **¿En qué se diferencian Sam y Sarah?**
    Ⓐ No se parecen mucho físicamente.
    Ⓑ Están en grados diferentes.
    Ⓒ No van a la misma escuela.
    Ⓓ Les gustan deportes diferentes.
19. **Hay información suficiente en el cuento que demuestra que Sam y Sarah son:**
    Ⓐ adultos
    Ⓑ primos
    Ⓒ mellizos
    Ⓓ vecinos
20. **En este cuento, *gusto* significa:**
    Ⓐ sabor
    Ⓑ preferencia
    Ⓒ habilidad
    Ⓓ aroma

ALTO .....

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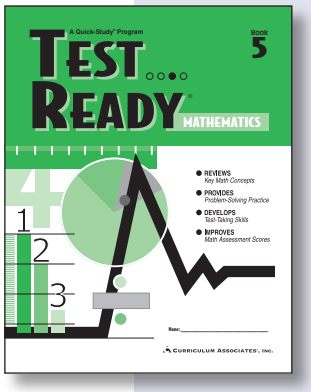
Mathematics

Book 5

Students practice:

- number facts
- computation
- problem solving in standards-based strands



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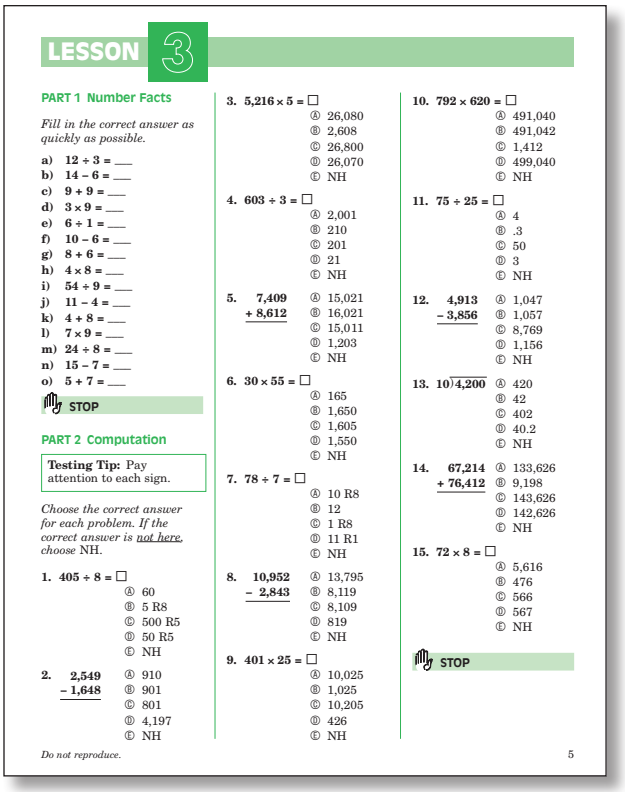

LESSON 3

PART 1 Number Facts

Fill in the correct answer as quickly as possible.

a) 12 ÷ 3 = ___
b) 14 – 6 = ___
c) 9 + 9 = ___
d) 3 × 9 = ___
e) 6 ÷ 1 = ___
f) 10 – 6 = ___
g) 8 + 6 = ___
h) 4 × 8 = ___
i) 54 ÷ 9 = ___
j) 11 – 4 = ___
k) 4 + 8 = ___
l) 7 × 9 = ___
m) 24 ÷ 8 = ___
n) 15 – 7 = ___
o) 5 + 7 = ___

STOP

PART 2 Computation

Testing Tip: Pay attention to each sign.

Choose the correct answer for each problem. If the correct answer is not here, choose NH.

1. 405 ÷ 8 = ☐
Ⓐ 60 Ⓑ 5 R8 Ⓒ 500 R5 Ⓓ 50 R5 Ⓔ NH

2. 2,549 – 1,648
Ⓐ 910 Ⓑ 901 Ⓒ 801 Ⓓ 4,197 Ⓔ NH

3. 5,216 × 5 = ☐
Ⓐ 26,080 Ⓑ 2,608 Ⓒ 26,800 Ⓓ 26,070 Ⓔ NH

4. 603 ÷ 3 = ☐
Ⓐ 2,001 Ⓑ 210 Ⓒ 201 Ⓓ 21 Ⓔ NH

5. 7,409 + 8,612
Ⓐ 15,021 Ⓑ 16,021 Ⓒ 15,011 Ⓓ 1,203 Ⓔ NH

6. 30 × 55 = ☐
Ⓐ 165 Ⓑ 1,650 Ⓒ 1,605 Ⓓ 1,550 Ⓔ NH

7. 78 ÷ 7 = ☐
Ⓐ 10 R8 Ⓑ 12 Ⓒ 1 R8 Ⓓ 11 R1 Ⓔ NH

8. 10,952 – 2,843
Ⓐ 13,795 Ⓑ 8,119 Ⓒ 8,109 Ⓓ 819 Ⓔ NH

9. 401 × 25 = ☐
Ⓐ 10,025 Ⓑ 1,025 Ⓒ 10,205 Ⓓ 426 Ⓔ NH

10. 792 × 620 = ☐
Ⓐ 491,040 Ⓑ 491,042 Ⓒ 1,412 Ⓓ 499,040 Ⓔ NH

11. 75 ÷ 25 = ☐
Ⓐ 4 Ⓑ .3 Ⓒ 50 Ⓓ 3 Ⓔ NH

12. 4,913 – 3,856
Ⓐ 1,047 Ⓑ 1,057 Ⓒ 8,769 Ⓓ 1,156 Ⓔ NH

13. 10)4,200
Ⓐ 420 Ⓑ 42 Ⓒ 402 Ⓓ 40.2 Ⓔ NH

14. 67,214 + 76,412
Ⓐ 133,626 Ⓑ 9,198 Ⓒ 143,626 Ⓓ 142,626 Ⓔ NH

15. 72 × 8 = ☐
Ⓐ 5,616 Ⓑ 476 Ⓒ 566 Ⓓ 567 Ⓔ NH

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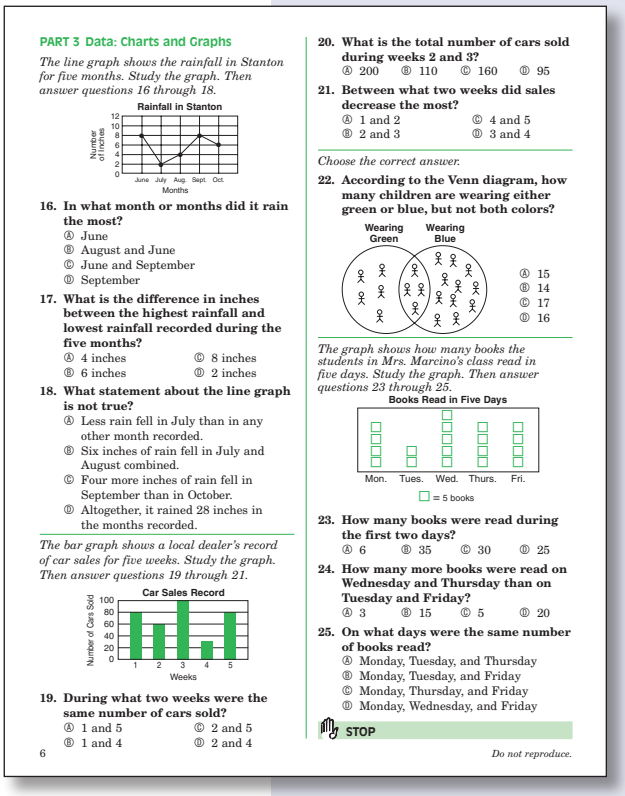

PART 3 Data: Charts and Graphs

The line graph shows the rainfall in Stanton for five months. Study the graph. Then answer questions 16 through 18.

16. In what month or months did it rain the most?
Ⓐ June
Ⓑ August and June
Ⓒ June and September
Ⓓ September

17. What is the difference in inches between the highest rainfall and lowest rainfall recorded during the five months?
Ⓐ 4 inches Ⓒ 8 inches
Ⓑ 6 inches Ⓓ 2 inches

18. What statement about the line graph is not true?
Ⓐ Less rain fell in July than in any other month recorded.
Ⓑ Six inches of rain fell in July and August combined.
Ⓒ Four more inches of rain fell in September than in October.
Ⓓ Altogether, it rained 28 inches in the months recorded.

The bar graph shows a local dealer's record of car sales for five weeks. Study the graph. Then answer questions 19 through 21.

19. During what two weeks were the same number of cars sold?
Ⓐ 1 and 5 Ⓒ 2 and 5
Ⓑ 1 and 4 Ⓓ 2 and 4

20. What is the total number of cars sold during weeks 2 and 3?
Ⓐ 200 Ⓑ 110 Ⓒ 160 Ⓓ 95

21. Between what two weeks did sales decrease the most?
Ⓐ 1 and 2 Ⓒ 4 and 5
Ⓑ 2 and 3 Ⓓ 3 and 4

Choose the correct answer.

22. According to the Venn diagram, how many children are wearing either green or blue, but not both colors?

Ⓐ 15
Ⓑ 14
Ⓒ 17
Ⓓ 16

The graph shows how many books the students in Mrs. Marcino's class read in five days. Study the graph. Then answer questions 23 through 25.

23. How many books were read during the first two days?
Ⓐ 6 Ⓑ 35 Ⓒ 30 Ⓓ 25

24. How many more books were read on Wednesday and Thursday than on Tuesday and Friday?
Ⓐ 3 Ⓑ 15 Ⓒ 5 Ⓓ 20

25. On what days were the same number of books read?
Ⓐ Monday, Tuesday, and Thursday
Ⓑ Monday, Tuesday, and Friday
Ⓒ Monday, Thursday, and Friday
Ⓓ Monday, Wednesday, and Friday

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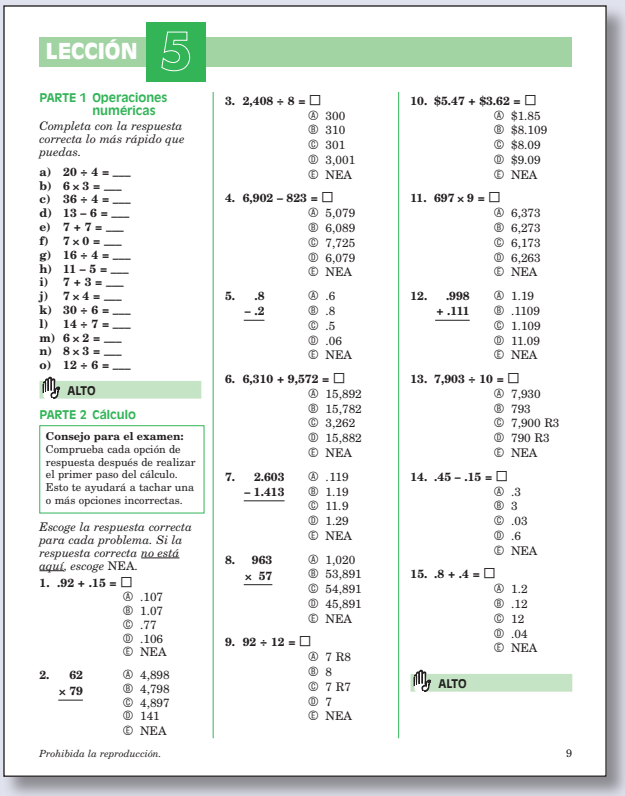

LECCIÓN 5

PARTE 1 Operaciones numéricas

Completa con la respuesta correcta lo más rápido que puedas.

a) 20 ÷ 4 = ___
b) 6 × 3 = ___
c) 36 ÷ 4 = ___
d) 13 – 6 = ___
e) 7 + 7 = ___
f) 7 × 0 = ___
g) 16 ÷ 4 = ___
h) 11 – 5 = ___
i) 7 + 3 = ___
j) 7 × 4 = ___
k) 30 ÷ 6 = ___
l) 14 + 7 = ___
m) 6 × 2 = ___
n) 8 × 3 = ___
o) 12 ÷ 6 = ___

ALTO

PARTE 2 Cálculo

Consejo para el examen: Comprueba cada opción de respuesta después de realizar el primer paso del cálculo. Esto te ayudará a tachar una o más opciones incorrectas.

Escoge la respuesta correcta para cada problema. Si la respuesta correcta no está aquí, escoge NEA.

1. .92 + .15 = ☐
Ⓐ .107 Ⓑ 1.07 Ⓒ .77 Ⓓ .106 Ⓔ NEA

2. 62 × 79
Ⓐ 4,898 Ⓑ 4,798 Ⓒ 4,897 Ⓓ 141 Ⓔ NEA

3. 2,408 ÷ 8 = ☐
Ⓐ 300 Ⓑ 310 Ⓒ 301 Ⓓ 3,001 Ⓔ NEA

4. 6,902 – 823 = ☐
Ⓐ 5,079 Ⓑ 6,089 Ⓒ 7,725 Ⓓ 6,079 Ⓔ NEA

5. .8 – .2
Ⓐ .6 Ⓑ .8 Ⓒ .5 Ⓓ .06 Ⓔ NEA

6. 6,310 + 9,572 = ☐
Ⓐ 15,892 Ⓑ 15,782 Ⓒ 3,262 Ⓓ 15,882 Ⓔ NEA

7. 2.603 – 1.413
Ⓐ .119 Ⓑ 1.19 Ⓒ 11.9 Ⓓ 1.29 Ⓔ NEA

8. 963 × 57
Ⓐ 1,020 Ⓑ 53,891 Ⓒ 54,891 Ⓓ 45,891 Ⓔ NEA

9. 92 ÷ 12 = ☐
Ⓐ 7 R8 Ⓑ 8 Ⓒ 7 R7 Ⓓ 7 Ⓔ NEA

10. $5.47 + $3.62 = ☐
Ⓐ $1.85 Ⓑ $8.109 Ⓒ $8.09 Ⓓ $9.09 Ⓔ NEA

11. 697 × 9 = ☐
Ⓐ 6,373 Ⓑ 6,273 Ⓒ 6,173 Ⓓ 6,263 Ⓔ NEA

12. .998 + .111
Ⓐ 1.19 Ⓑ .1109 Ⓒ 1.109 Ⓓ 11.09 Ⓔ NEA

13. 7,903 ÷ 10 = ☐
Ⓐ 7,930 Ⓑ 793 Ⓒ 7,900 R3 Ⓓ 790 R3 Ⓔ NEA

14. .45 – .15 = ☐
Ⓐ .3 Ⓑ 3 Ⓒ .03 Ⓓ .6 Ⓔ NEA

15. .8 + .4 = ☐
Ⓐ 1.2 Ⓑ .12 Ⓒ 12 Ⓓ .04 Ⓔ NEA

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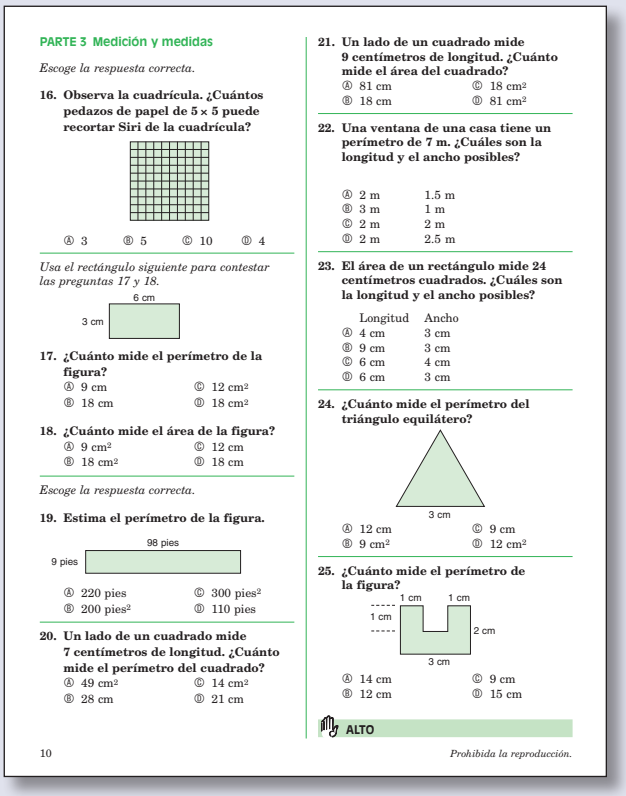
Students practice the four basic operations through whole numbers, fractions, and decimals.



PARTE 3 Medición y medidas

Escoge la respuesta correcta.

16. Observa la cuadrícula. ¿Cuántos pedazos de papel de 5 × 5 puede recortar Siri de la cuadrícula?
Ⓐ 3 Ⓑ 5 Ⓒ 10 Ⓓ 4

Usa el rectángulo siguiente para contestar las preguntas 17 y 18.

6 cm, 3 cm

17. ¿Cuánto mide el perímetro de la figura?
Ⓐ 9 cm Ⓑ 18 cm Ⓒ 12 cm² Ⓓ 18 cm²

18. ¿Cuánto mide el área de la figura?
Ⓐ 9 cm² Ⓑ 18 cm² Ⓒ 12 cm Ⓓ 18 cm

Escoge la respuesta correcta.

19. Estima el perímetro de la figura.

98 pies, 9 pies

Ⓐ 220 pies Ⓑ 200 pies² Ⓒ 300 pies² Ⓓ 110 pies

20. Un lado de un cuadrado mide 7 centímetros de longitud. ¿Cuánto mide el perímetro del cuadrado?
Ⓐ 49 cm² Ⓑ 28 cm Ⓒ 14 cm² Ⓓ 21 cm

21. Un lado de un cuadrado mide 9 centímetros de longitud. ¿Cuánto mide el área del cuadrado?
Ⓐ 81 cm Ⓑ 18 cm Ⓒ 18 cm² Ⓓ 81 cm²

22. Una ventana de una casa tiene un perímetro de 7 m. ¿Cuáles son la longitud y el ancho posibles?
Ⓐ 2 m, 1.5 m Ⓑ 3 m, 1 m Ⓒ 2 m, 2 m Ⓓ 2 m, 2.5 m

23. El área de un rectángulo mide 24 centímetros cuadrados. ¿Cuáles son la longitud y el ancho posibles?

	Longitud	Ancho
Ⓐ	4 cm	3 cm
Ⓑ	9 cm	3 cm
Ⓒ	6 cm	4 cm
Ⓓ	6 cm	3 cm

24. ¿Cuánto mide el perímetro del triángulo equilátero?

3 cm

Ⓐ 12 cm Ⓑ 9 cm² Ⓒ 9 cm Ⓓ 12 cm²

25. ¿Cuánto mide el perímetro de la figura?

1 cm, 1 cm, 1 cm, 2 cm, 3 cm

Ⓐ 14 cm Ⓑ 12 cm Ⓒ 9 cm Ⓓ 15 cm

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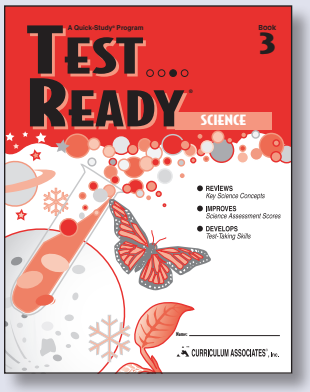
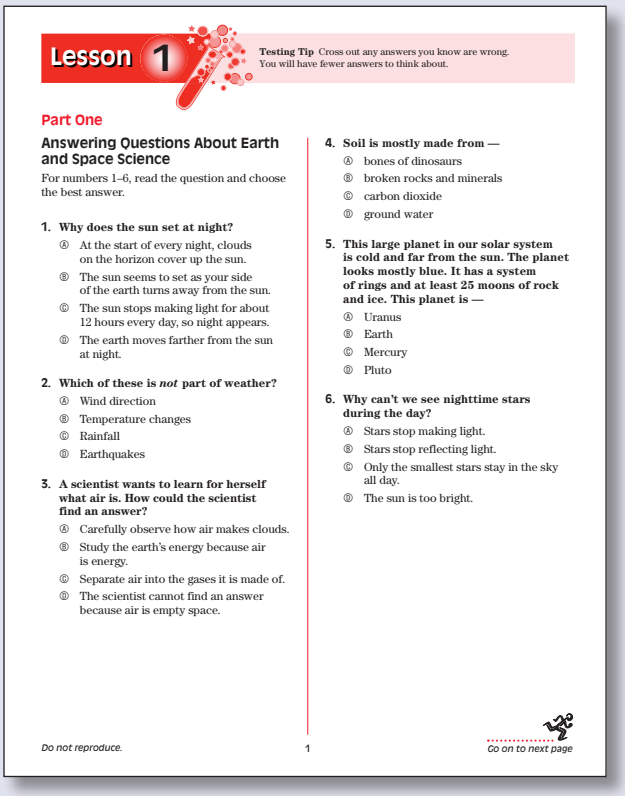
- math in science





Lesson 1

Testing Tip Cross out any answers you know are wrong. You will have fewer answers to think about.

Part One

Answering Questions About Earth and Space Science

For numbers 1–6, read the question and choose the best answer.

1. **Why does the sun set at night?**
   - Ⓐ At the start of every night, clouds on the horizon cover up the sun.
   - Ⓑ The sun seems to set as your side of the earth turns away from the sun.
   - Ⓒ The sun stops making light for about 12 hours every day, so night appears.
   - Ⓓ The earth moves farther from the sun at night.

2. **Which of these is *not* part of weather?**
   - Ⓐ Wind direction
   - Ⓑ Temperature changes
   - Ⓒ Rainfall
   - Ⓓ Earthquakes

3. **A scientist wants to learn for herself what air is. How could the scientist find an answer?**
   - Ⓐ Carefully observe how air makes clouds.
   - Ⓑ Study the earth's energy because air is energy.
   - Ⓒ Separate air into the gases it is made of.
   - Ⓓ The scientist cannot find an answer because air is empty space.

4. **Soil is mostly made from —**
   - Ⓐ bones of dinosaurs
   - Ⓑ broken rocks and minerals
   - Ⓒ carbon dioxide
   - Ⓓ ground water

5. **This large planet in our solar system is cold and far from the sun. The planet looks mostly blue. It has a system of rings and at least 25 moons of rock and ice. This planet is —**
   - Ⓐ Uranus
   - Ⓑ Earth
   - Ⓒ Mercury
   - Ⓓ Pluto

6. **Why can't we see nighttime stars during the day?**
   - Ⓐ Stars stop making light.
   - Ⓑ Stars stop reflecting light.
   - Ⓒ Only the smallest stars stay in the sky all day.
   - Ⓓ The sun is too bright.

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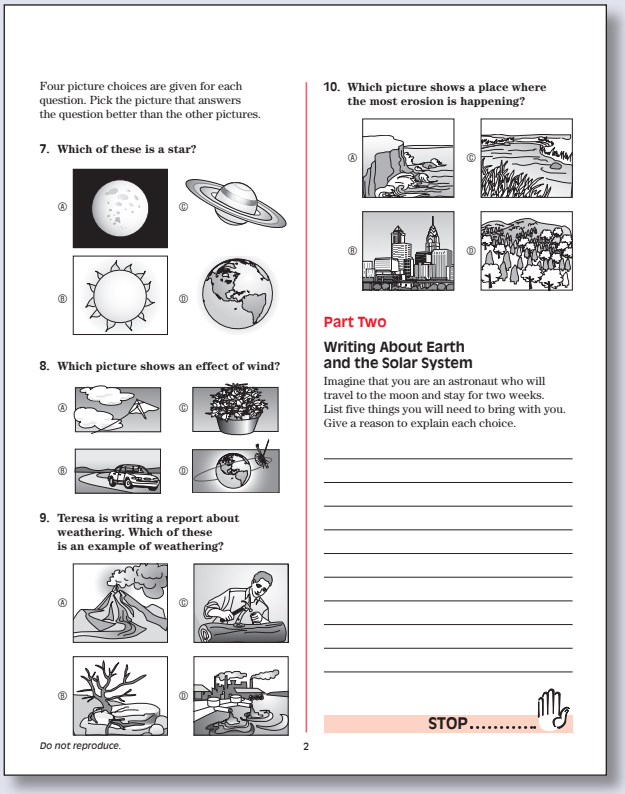

Four picture choices are given for each question. Pick the picture that answers the question better than the other pictures.

7. **Which of these is a star?**

8. **Which picture shows an effect of wind?**

9. **Teresa is writing a report about weathering. Which of these is an example of weathering?**

10. **Which picture shows a place where the most erosion is happening?**

Part Two

Writing About Earth and the Solar System

Imagine that you are an astronaut who will travel to the moon and stay for two weeks. List five things you will need to bring with you. Give a reason to explain each choice.

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Social Studies

GRADES 1–8

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- U.S. history
- U.S. citizenship
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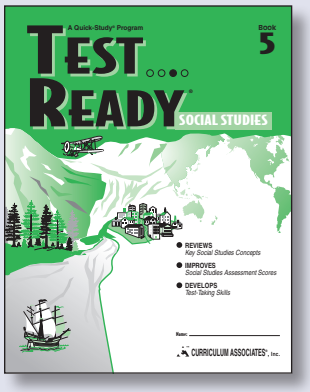

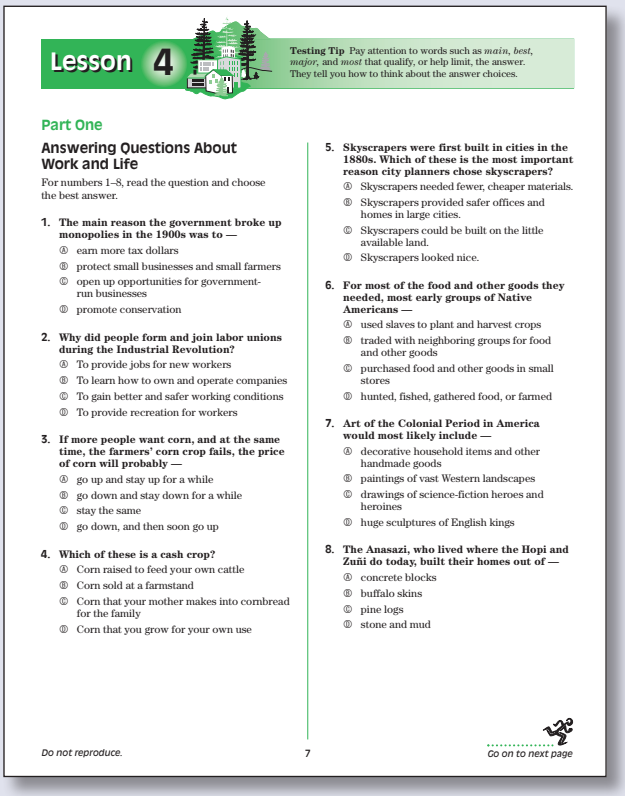

Lesson 4

Testing Tip Pay attention to words such as *main, best, major,* and *most* that qualify, or help limit, the answer. They tell you how to think about the answer choices.

Part One

Answering Questions About Work and Life

For numbers 1–8, read the question and choose the best answer.

1. **The main reason the government broke up monopolies in the 1900s was to —**
   - Ⓐ earn more tax dollars
   - Ⓑ protect small businesses and small farmers
   - Ⓒ open up opportunities for government-run businesses
   - Ⓓ promote conservation

2. **Why did people form and join labor unions during the Industrial Revolution?**
   - Ⓐ To provide jobs for new workers
   - Ⓑ To learn how to own and operate companies
   - Ⓒ To gain better and safer working conditions
   - Ⓓ To provide recreation for workers

3. **If more people want corn, and at the same time, the farmers' corn crop fails, the price of corn will probably —**
   - Ⓐ go up and stay up for a while
   - Ⓑ go down and stay down for a while
   - Ⓒ stay the same
   - Ⓓ go down, and then soon go up

4. **Which of these is a cash crop?**
   - Ⓐ Corn raised to feed your own cattle
   - Ⓑ Corn sold at a farmstand
   - Ⓒ Corn that your mother makes into cornbread for the family
   - Ⓓ Corn that you grow for your own use

5. **Skyscrapers were first built in cities in the 1880s. Which of these is the most important reason city planners chose skyscrapers?**
   - Ⓐ Skyscrapers needed fewer, cheaper materials.
   - Ⓑ Skyscrapers provided safer offices and homes in large cities.
   - Ⓒ Skyscrapers could be built on the little available land.
   - Ⓓ Skyscrapers looked nice.

6. **For most of the food and other goods they needed, most early groups of Native Americans —**
   - Ⓐ used slaves to plant and harvest crops
   - Ⓑ traded with neighboring groups for food and other goods
   - Ⓒ purchased food and other goods in small stores
   - Ⓓ hunted, fished, gathered food, or farmed

7. **Art of the Colonial Period in America would most likely include —**
   - Ⓐ decorative household items and other handmade goods
   - Ⓑ paintings of vast Western landscapes
   - Ⓒ drawings of science-fiction heroes and heroines
   - Ⓓ huge sculptures of English kings

8. **The Anasazi, who lived where the Hopi and Zuñi do today, built their homes out of —**
   - Ⓐ concrete blocks
   - Ⓑ buffalo skins
   - Ⓒ pine logs
   - Ⓓ stone and mud

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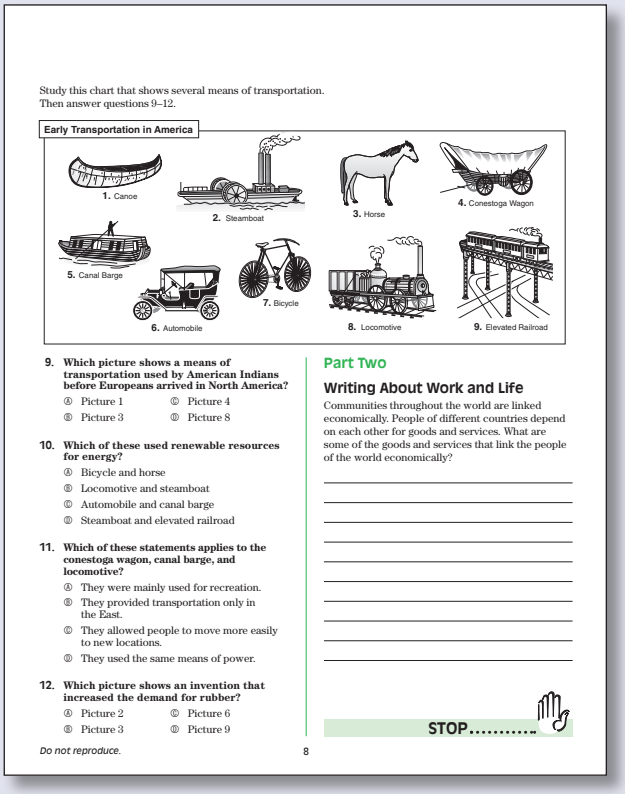

Study this chart that shows several means of transportation. Then answer questions 9–12.

Early Transportation in America

1. Canoe
2. Steamboat
3. Horse
4. Conestoga Wagon
5. Canal Barge
6. Automobile
7. Bicycle
8. Locomotive
9. Elevated Railroad

9. **Which picture shows a means of transportation used by American Indians before Europeans arrived in North America?**
   - Ⓐ Picture 1
   - Ⓒ Picture 4
   - Ⓑ Picture 3
   - Ⓓ Picture 8

10. **Which of these used renewable resources for energy?**
    - Ⓐ Bicycle and horse
    - Ⓑ Locomotive and steamboat
    - Ⓒ Automobile and canal barge
    - Ⓓ Steamboat and elevated railroad

11. **Which of these statements applies to the conestoga wagon, canal barge, and locomotive?**
    - Ⓐ They were mainly used for recreation.
    - Ⓑ They provided transportation only in the East.
    - Ⓒ They allowed people to move more easily to new locations.
    - Ⓓ They used the same means of power.

12. **Which picture shows an invention that increased the demand for rubber?**
    - Ⓐ Picture 2
    - Ⓒ Picture 6
    - Ⓑ Picture 3
    - Ⓓ Picture 9

Part Two

Writing About Work and Life

Communities throughout the world are linked economically. People of different countries depend on each other for goods and services. What are some of the goods and services that link the people of the world economically?

STOP

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Grade 3–8 (AIMS DPA):
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- Reading Longer Passages
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Grade 9 (TerraNova):
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- Reading Longer Passages

COLORADO
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- OMNI Reading/Mathematics
- Language Arts
- Science

CONNECTICUT
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- PLUS Mathematics
- Language Arts
- Science
- Social Studies

DELAWARE
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- PLUS Reading/Mathematics

DISTRICT OF COLUMBIA
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- Science
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FLORIDA
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- OMNI Reading/Mathematics
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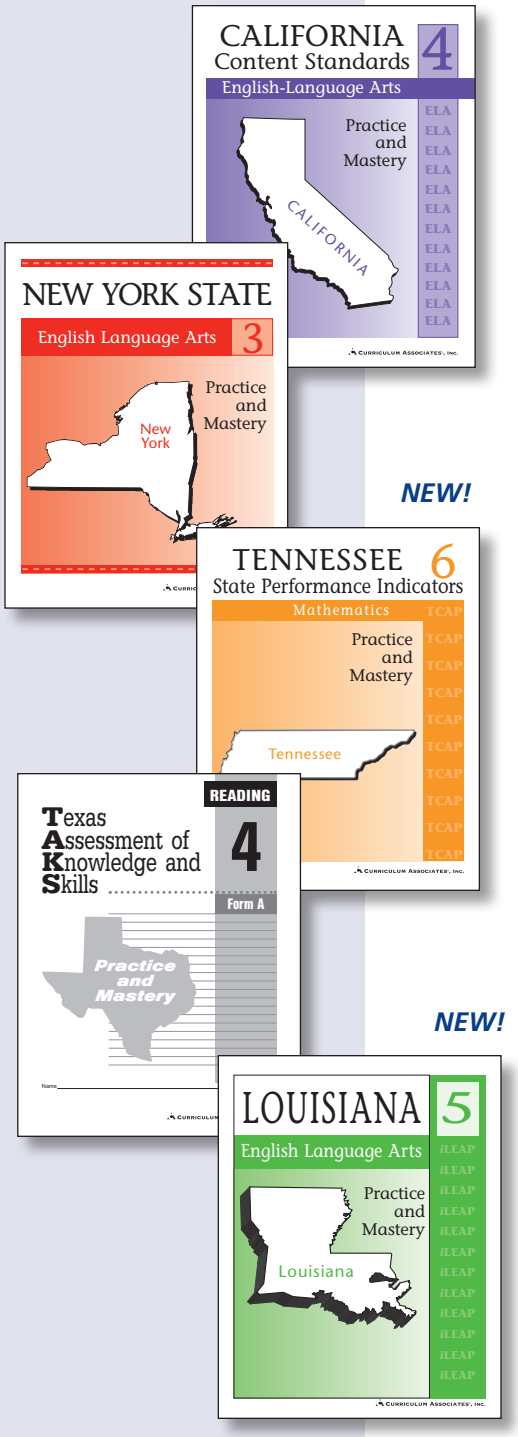

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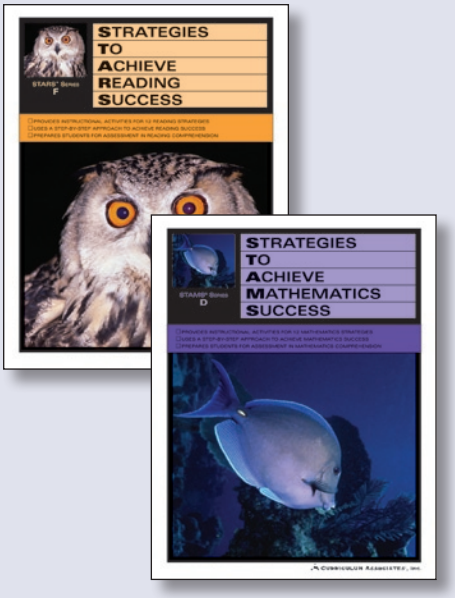

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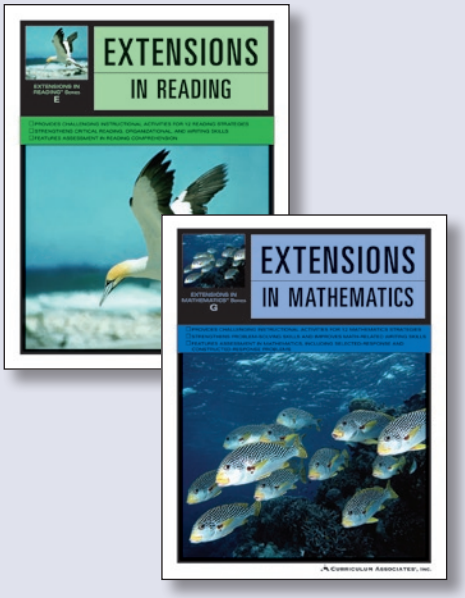

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Cause and Effect		✓			✓	✓
Make a Guess	✓		Read Pictures			
Make Predictions		✓		✓		
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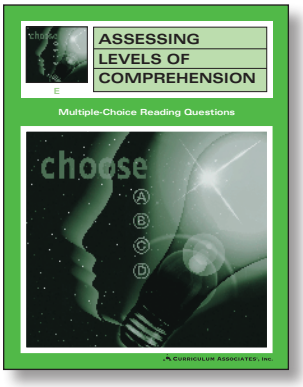

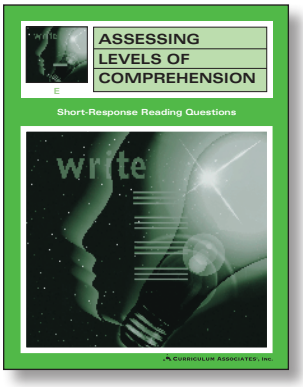

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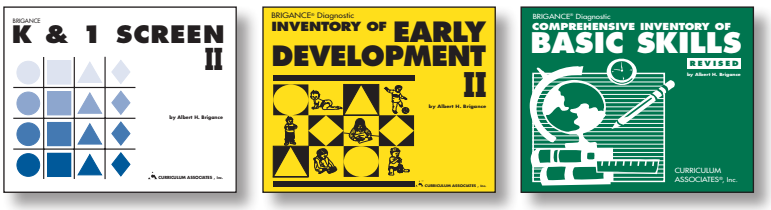

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